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ABSTRACT

If awareness and understanding of Canada, its people, and its culture are to be achieved, the study of this country must be made an appropriate part of the social studies and humanities curricula. This document provides teachers with resource materials on 13 topics about Canada: (1) topics and themes for Canadian Studies; (2) reasons why U.S. students should be studying Canada; (3) the status of the field of Canadian Studies; (4) suggestions for selling Canadian Studies to school authorities; (5) a philosophy of curriculum; (6) examples of goals and objectives for infusing Canada into existing courses; (7) procedures for evaluating an instructional activity; (8) guidelines for planning a tour to Canada; (9) opportunities for exchanges between schools; (10) plans for an exchange between two schools; (11) entry points for teaching adults about Canada; (12) principles of adult learning; and (13) suggestions for creating a course. Teaching plans outlined in the document include: (1) Outline Maps; (2) Canadian Geography; (3) the Canadian Political System; (4) Canadian Studies; (5) Introduction to the Acadian Experience; (6) Project Canada; and (7) Les Quatre Saisons (The Four Seasons). An extensive bibliography titled "Teaching Canada" published by the Canadian American Center at the University of Maine at Orono in 1974 has been revised and brought up to date. Appendices are: (1) "Study Opportunities for Teachers"; (2) "Sources and Resources"; and (3) "Excerpts from the Code of Ethics of American Society of Travel Agents." (BZ)

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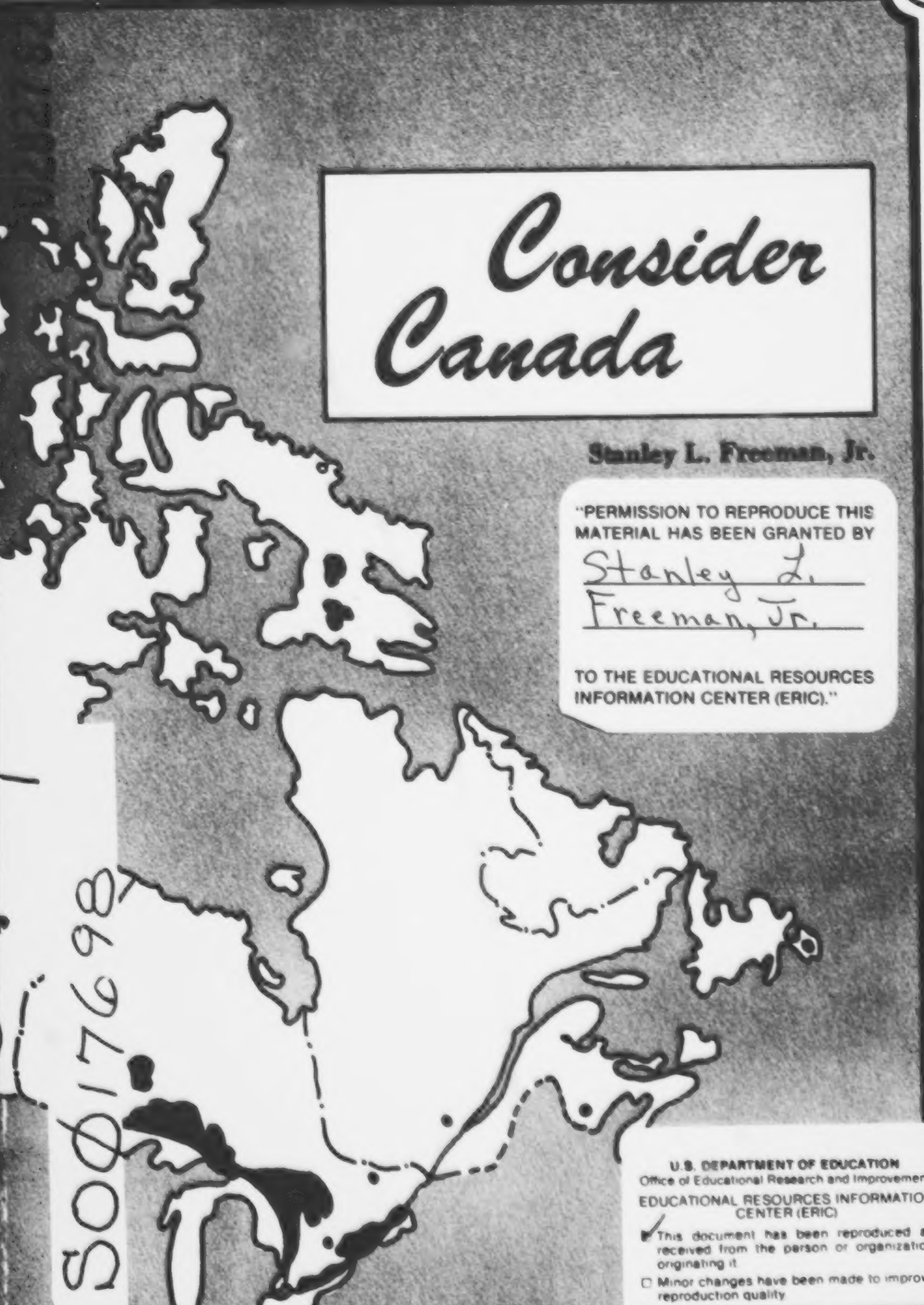

Consider Canada

Stanley L. Freeman, Jr.

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CONSIDER CANADA

A Handbook for Teachers

by

Stanley L. Freeman, Jr.

A publication of the Canadian/Franco-American Studies Project

University of Maine at Orono

1981

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To the contributing teachers whose names appear with their teaching plans we express the hope that your fame will be spread by the readers of this work so you will be known as leaders in Canadian studies. To Dr. Richard Hunt go thanks for contributions to Chapter I from your experience as leader of the tour of the Maritimes.

Assistant Professors Marcella Sorg and Raymond Pelletier have been valuable and stalwart co-workers in bringing this writing and editing project to a successful conclusion. Without their effort and optimism, it would have been otherwise. Helen King, our typist, is the other member of the team to whom we are indebted.

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The ACSUS members who responded to our survey are listed in Appendix B in appreciation and with the expectation that they will be called upon as resource persons by teachers who use this Handbook and need wise counsel as they develop their own teaching materials.

The Canadian Embassy in Washington and the Boston Consulate have been sources of information for the Handbook as they are for teachers. The Boston office of the Province of Quebec has also been an important resource. The best expression of appreciation we can wish for these representatives of Canada is that there will be a heavy demand from our readers for their teaching materials.

Victor Konrad, Acting Director of the Canadian-American Center at the University of Maine has contributed not only valuable comments but also allowed us to reprint a portion of his traverse, Lac Mégantic to Trois Rivières. We are grateful for his support.

We acknowledge the financial support of the National Endowment for the Humanities which funded the three-year project of which this Handbook is a part. Their support of the training for teachers and of the core staff made possible the preparation of the manuscript.

Finally, we would like to thank External Affairs Canada through the Canadian Consulate General in Boston, for making the publication of the Handbook possible. Their generous support is gratefully acknowledged.

PREFACE

This Handbook has been produced by the Canadian/Franco-American Studies Project (CAN/FRAM) of the University of Maine at Orono for the use of teachers in elementary and secondary schools and in adult education. Our purpose is to achieve more widespread awareness and understanding of Canada by bringing it into the regular course of study as an appropriate part of social studies and the humanities rather than as a separate elective course for a few students with special interest and extra time to pursue electives. Canada is too important in America's present and future to be omitted from the education of tomorrow's citizens.

CAN/FRAM is a joint project of the College of Arts and Sciences, the College of Education, and the Canadian-American Center of the University of Maine. Fifteen school systems from five New England states have enrolled teacher teams in this three-year training and curriculum development activity. Most of the teaching plans in Chapter III have been contributed from among those teachers. The other chapters were written by the project director with staff assistance.

During the preparation of this Handbook we became aware of three similar works about Canada. The Canadian-American Center at SUNY Plattsburgh has published a two-volume curriculum guide, one for secondary and one for elementary schools, entitled Canadian Studies - Syllabus and Resource Guide. The Canadian-American Center at Western Washington University has published five separate units collectively called Study Canada containing lesson plans for secondary schools. The Duke University Center for Canadian Studies has published two mini-texts and teacher guides called The Year of The Maple Leaf for elementary schools and Portrait of Canada for secondary. We recommend these resources as complementary to each other and to our own work.

There are several unique features in the present document. We have taken a deliberate stand in favor of the instrumental value of studying Canada comparatively as a means of developing citizenship competencies among American students. We have recognized that curriculum change is, in part, an exercise in politics and believe that teachers, as advocates for Canada in the curriculum, can demonstrate to their students effective citizenship through application of political skills including involvement of the community in curriculum design. In Chapter I and II we present our case.

We have much respect for the learning values of out-of-classroom experiences guided by teachers but requiring active participation by learners. In Chapter IV we urge field trips, tours, and exchanges as a supplement to classroom instruction and as a feasible and exciting approach to international education.

Since Canada is important in the present, we believe adults may welcome some guided learning about our northern neighbor. Certainly an informed citizenry needs to help shape the directions of our national policy toward Canada. In Chapter V we offer suggestions for organizing a course for and with adults. Such a course should rely heavily on community resources and their use by students rather than be a teacher-centered presentation of facts about Canada.

The extensive bibliography of Teaching Canada published by the Canadian-American Center at UMO in 1974 has been revised and brought up to date for this Handbook. Other resources appear in the Appendices to facilitate the creation by our readers of their teaching plans. We welcome samples of your work to be shared with others. For readers who may want to advance their own knowledge of Canada, we have listed those institutions which have major programs of study on both sides of the border.

Comments and criticisms of this Handbook are welcomed, as well as questions and suggestions about teaching Canada. Correspondence should be addressed to Canadian-American Center, University of Maine at Orono, Orono, Maine 04469. A companion volume entitled Introduire Les Etudes Franco-Américaines is available from the Center.

PREFACE

Cette deuxième préface est rendue en français pour reconnaître la nature bilingue du Canada et pour souligner l'importance du rôle qu'a joué la langue et la culture franco-canadienne dans le Programme d'Etudes Canadiennes et Franco-Américaines.

Parmi les cinquante enseignants qui ont participé au programme, douze étaient spécialistes du français. C'est grâce à certains d'entre ceux-ci que les modèles d'enseignement destinés aux cours de français se trouvent dans ce manuel. Les cours de langue, de littérature et de culture québécoise que ces enseignants ont suivis pendant l'institut d'été ainsi que les séjours qu'ils ont faits à Trois-Rivières et à Québec les ont menés à découvrir des ressources qui pourraient servir dans leurs cours de français et qu'ils ignoraient. D'autre part, l'expérience du séjour au Nouveau-Brunswick leur a permis d'étudier de plus près le fonctionnement d'une province officiellement bilingue. Somme toute, c'est la possibilité de rattacher de plus près les cours de langue française à une culture qui partage une frontière avec la Nouvelle-Angleterre.

Pour certains autres enseignants d'origine franco-américaine, la participation au Programme d'Etudes Canadiennes et Franco-Américaines fut l'occasion de découvrir leur héritage. Qu'ils enseignent au niveau élémentaire ou qu'ils soient spécialistes de l'histoire ou de la sociologie, on croit qu'ils chercheront activement à transmettre cette héritage à leurs étudiants d'origine franco-canadienne.

Pour tous, l'étude d'un Canada à la recherche de réponses aux questions qui se rattachent au bilinguisme servira de point de répère à l'examen de ces mêmes questions qui sont en train de devenir de plus en plus à-propos aux Etats-Unis.

Finalement, on aimerait signaler le rôle de la Délégation du Quebéc à Boston et la remercier de l'intérêt qu'elle a pris à notre programme.

Chapter I

CANADIAN STUDIES

In this chapter you will find

--a traveler's view of a bit of Canada

--topics and themes for Canadian Studies

--reasons why Americans should be studying Canada

--the status of the field of Canadian Studies

One summer evening in 1979, a group of New England teachers climbed the stairs to a small, plain hall in the Gaelic Society of Sydney, Cape Breton, Nova Scotia. Students of Canada for the past month, they came seeking personal experiences that would enable them to inspire their own students in the fall. They had begun their search in the province of Quebec at Trois Rivieres, a modern mill city and one of Canada's oldest towns. They pursued it through quiet, old villages along the broad, ship-laden St. Lawrence to Quebec City where they sampled _la revolution tranquille_ and the nightlife in the walled city where Europe and North America meet. And now, from Gallic to Gaelic, they gathered in Sydney for a _ceilidh_ (pronounced kay-lee).

Their day had begun in the pleasant university town of Sackville, New Brunswick, amid the great, green marshlands of old Acadia, and the hours on the bus, although long, passed quickly. Everywhere the group looked, from the deep, dark Strait of Canso and the causeway to Cape Breton, to the Bras d'Or, a sea loch amid the mountains, to the Highlands in the distance across St. Ann's Bay from the side of Kelly's Mountain, they were surrounded by magnificent views, all framed by the bright July sky.

Afternoon, however, disclosed grimmer reality. In industrial Cape Breton, coal mines and their stark, black piles towered atop sea cliffs against the deep blue of the North Atlantic, and variegated green and yellow fumes swirled through red smoke at a steel mill. As the tour wore on and the seats got harder, a young Cape Breton historian with a long Scottish name, his mood sometimes as dark as the coal seams in the cliffs, barely concealed his anger. He spoke of displaced Highland Scots driven from unproductive farms into the mines, of labor wars, company profits, and blood on the coal, of the distant American and Upper Canadian interests whose sudden abandonment of the area almost destroyed the economy. Proudly he described a unique culture that sustained people through the times of trouble, the poverty, and hard labor of the mines.

As the American teachers settled wearily into their chairs at the Gaelic Society, freed at last from the bus and seeking closer contact with the people of this island and its mines, their background in the American "melting pot" hardly prepared them for the ceilidh. During the next few hours, their fatigue lost in the music, they clapped, laughed, cheered, bounced, cried, and danced their way through a joyous celebration of Cape Breton and its abiding culture. One after another, with quiet pride, their hosts plied them with soaring fiddle tunes and vigorous step dances, sweet, sad songs in English and the Gaelic. They told stories of the struggle to preserve that culture born in the Highlands of Scotland and lovingly transplanted through hard times to a new land, as beautiful and harsh as the old. With shy smiles and warm hospitality, the Cape Bretoners opened a part of their world to the visitors, and for a transcendent moment Canadian and American alike shared in struggle and in triumph.

For the New Englanders, their time on Cape Breton was part of a summer course in Canadian studies. Through a tour of eastern Canada they experienced a little of the dramatic struggles of proud ethnic groups to preserve the living culture of their fathers and mothers against the assimilating tendencies of larger societies. Whether it be the Quebecois and Cape Breton Scots against the English Canadian, or the efforts of those same English Canadians to maintain an existence separate from the American colossus to the south, the teachers gained an appreciation of the personal meanings of culture conflict. They also saw Canada's vast beauty and, best of all, enjoyed the warm hospitality with which most Canadians greet Americans genuinely interested in learning about them.

For students in the United States, Canadian studies provide the opportunity to study a diversity of human experience and culture, easily accessible geographically and linquistically, in a vigorous nation struggling to construct a society both coherent and pluralistic. At the same time Canada challenges Americans to face basic issues of international relations between sovereign neighbors, realities that Americans must comprehend if they are to prosper in an interdependent world made ever smaller by advances in communication and transportation.

In spite of a long and apparently intimate association across an "undefended border," mutual understanding does not always exist between the United States and Canada. Americans often mistake "pro-Canadianism" for "anti-Americanism." They are perplexed by less-than-enthusiastic Canadian reactions to the goals and achievements of the United States and fail to realize that such goals may interfere with legitimate Canadian interests. From the early refusal of les canadiens (the French inhabitants of the St. Lawrence Valley) to rally to the American Revolution to more recent efforts by 23 million Canadians to shield their economic independence and cultural life from the nearly overwhelming influences of their huge neighbor, Americans have failed to fathom Canadian motives and ideals. Although Canadian and American interests must clash on occasion, such misunderstanding can be ameliorated in the future by informed citizens aware of the two nations' broad common interest and the necessity for fair compromise as a basis for international relations.

Canadian studies provides a medium through which Americans can understand more clearly not only their relations with their northern neighbors, but also can see, as reflected in a mirror, how the United States appears to those outside its borders. By putting ourselves in these "other shoes," we may gain insight into our effect on nations further removed, and on the problems of other nations sharing common borders. As a continent-spanning nation and society, Canada confronts seemingly contradictory demands of diverse cultures and the shifting economic interests of various regions. Currently Canada is engaged in an historic constitutional debate and its survival depends upon the ability of its leaders and people to shape historic compromises. In success or failure, the effort to preserve and reshape Canada will contain lessons of profound relevance to the United States.

Why Study Canada?

Provision should be made in our school curricula for more than passing attention to Canada for at least four reasons. First, because it is there. Canada is our neighbor sharing 6000 miles of border across which there is a steady two-way flow of people, goods, and ideas. As good neighbors, Americans need to maintain a respectful distance from the internal affairs of Canada. "Good fences make good neighbors," said Robert Frost. But we also need to comprehend the basic ingredients which define Canada in order to appreciate their way of life. Neighborliness is enhanced by easy, direct communications, sharing the celebrations of the important days in both families, extending a helping hand in times of trouble, and discovering mutual interests that are pursued with joy and satisfaction.

Another reason to have Canada in the curriculum is that it is different. Although the casual observer may see U.S. corporation names in neon lining Canadian streets and shopping centers, and hear English spoken from the Atlantic to the Pacific, Canada is not a small edition of the U.S. As the preceding pages have disclosed, Canada is a mosaic of many peoples who maintain their distinctive cultures. It is a country of unique and varied geography and climate, and political confederation of ten semi-autonomous provinces. Because it is there and different, the study of Canada affords Americans the opportunity to gain deeper self-understanding through comparative examination of peoples, economics, and governments.

In spite of differences, there are enough similarities so Americans can profit from studying how Canada attempts to solve some of its regional and national problems. There are lessons to be learned from Canadian experiences which will enhance American community life, giving a third reason for your study. For example, how America can respond to the growth of non-English speaking minorities in our midst may be instructed by over 200 years of experience in Canada. We should learn enough to avoid their mistakes and to adapt their proven successes to our needs. We can do so if our citizens have learned in school to perceive Canada as a resource pool of sociological, political, and economic models.

Finally, the conventional economic view of Canada is of a nation dominated by American business and products. Over half of Canadian businesses are controlled by American interests, but a reverse tide has been established as Canadian business enters the American marketplace. A New York Times report on December 7, 1980 disclosed that Canadians have already invested over $10 billion in 35 states. This investment is diversified and growing, so that in the near future, tens of thousands of Americans will hold jobs created by Canadian investment, buy services and products from Canada, and live and work in Canadian-owned real estate. With these developments, Canada is no longer a "foreign" country of little consequence in daily life. To the contrary, Canada has a subtle, but nevertheless, real economic presence in the lives of millions of Americans. We must know as much as we can about this presence.

What Shall We Study?

This question was put to a representative group of Canadian Studies scholars during the preparation of this Handbook. Their responses pervade this chapter, but in Table 1 we summarize the specific content recommendations for teachers who desire to incorporate some Canadian material in their regular courses. The list is organized by conventional divisions within the curriculum, but teachers are encouraged to select topics which contribute to their objectives regardless of the academic compartment in which they may be found. That is to say, if an objective in understanding of history can be furthered by use of a work of Canadian literature such as Thirty Acres, it belongs in the history course, as well as in the literature course. If Evangeline is on the reading list in English, let the history teacher capitalize on that assignment.

The study of Canada can be incorporated in existing courses by selecting appropriate topics as noted above. Canadian studies may also be approached in a thematic and interdisciplinary way. Many teachers of Canadian studies use a contemporary problem approach as a way of stimulating interest and emphasizing relevance to today. Because Canada's origins are quite different from those of the United States, certain themes which can be traced through Canadian history and culture may be especially enlightening and broadening when examined by American students. When they understand, for example, that Canadians as a whole neither sought nor achieved the degree of fundamental homogeneity that characterizes American society, they see that Canadian federalism must encompass great regional differences in culture, economy, and physical features and that Canadians still debate issues of national coherence that were settled in the United States by the Civil War. At the same time they may recognize parallel tensions between regions at home, and find Canadian approaches to solutions instructive.

Through comparison, students also understand the concepts of biculturalism and their roots in Canada's diversity. Biculturalism springs from Canada's founding by two peoples, the French and British, and their subsequent agreement at Confederation to develop jointly the vast territories of British North America and to remain separate from the American republic. Subsequent migrations, continuing in the present, added new cultures whose efforts at self-preservation led them to adopt a multicultural stance, claiming for themselves the rights that they perceived the French to hold. The French understandably saw in this an attempt to reduce them to the level of another minority in a predominantly English Canada and viewed it as a danger to their traditional goal of survivance (survival as a viable culture).

In economic issues, Americans who feel a growing unease about Arab and other foreign investment in key sectors of the economy of the United States will understand profound Canadian concerns with an economy that is substantially controlled by American (foreign) interests. In Canada there is deep suspicion of theories of continentalist development advanced by many south of the border which are perceived as economic colonialism. Although such mutual development of North American resources may make good sense for Americans increasingly dependent upon Canadian resources, the U.S. must learn that Canada cannot allow itself to be stripped of such resources for the primary benefit of other nations without betraying its national self-interest, which does not coincide at every point with that of its southern neighbor.

Another theme for exploration is the European antecedents for the structure of government in Canada. Unlike the United States, which started afresh with a constitutional democracy, Canada adopted a parliamentary form of government from England. The Province of Quebec adopted French civil law. The British North America Act, adopted by the British parliament in 1867, defines the political system for Canada. To Americans, an interesting omission from the Act is language defining rights of individuals. Those, however, are protected by the unwritten constitution which Canada has inherited from Great Britain. How all of this works, its implications for contemporary problems of multiculturalism and regionalism, and the methods by which necessary changes can be agreed upon for the political system is being reported in American daily newspapers. The readers of those papers can be helped to a deeper understanding through some guided learning about Canada.

The study of Canada can begin in the elementary grades with special attention to the geography and peoples of this major portion of the North American continent. Stories of Canada's many different peoples and diverse cultures can be introduced through folklore, film, art, music, and foods. As children grow older and more sophisticated, their interest in Canada broadens naturally as they seek explanations for the differences perceived earlier. They are ready to explore basic patterns of Canadian history, geography, and society. For those studying or planning to study French, a visit to Quebec can provide graphic evidence of the personal relevance of second language skills which is not always clear to language students.

By the time students reach high school, they welcome more comprehensive programs regarding Canada involving several subjects and a chance to pursue individual interests and problems. Canada's proximity gives it a special relevance, and a comparative approach providing basic knowledge of Canada and a deeper understanding of their own nation can overcome parochialism by examining alternative modes of North American development.

Special resources are available to teachers who want to involve their students with the exciting events, and their background, unfolding in Canada. The Bibliography and Appendix of this Handbook contributes a major reference list of materials and of sources for free or inexpensive teaching aids. Realizing the importance of being understood by Americans, the Canadian government actively promotes and supports all levels of Canadian studies in the United States. The Embassy in Washington, D.C., and the consulates throughout the country distribute education materials from books, films, and magazines, to individual packets for students and teachers. Individual provinces also maintain offices in the Unites States for promotion of trade, tourism and cultural awareness. Alberta and Quebec are particularly active in this regard. Readers of this Handbook who are unable to find the materials they need are invited to write to the Canadian-American Center at the University of Maine at Orono for assistance.

Table 1.

TOPICS IN CANADIAN STUDIES

Literature and fine arts

1. Acadian and French Canadian novels, stories, and authors
2. English language works by Canadians
3. Music and dance of the ethnic groups and native peoples
4. Canadian musicians and singers
5. Arts and artisans of the groups and regions within Canada
6. Nationalistic movements in Canadian art
7. Cinema and drama created and produced by Canadians
8. Government relation to the arts
9. Profiles and purposes of the Canadian Broadcasting Company

Language

1. Origins in 16th century France
2. Linguistic shifts; dialects
3. Comparative vocabulary
4. Multi-lingualism and multi-culturalism

History and Prehistory

1. Comparing U.S. and Canadian history
2. Comparing French and English experience historically
3. Comparing the American Revolution to Canadian Confederation
4. Studying the War of 1812 with Canadian and American perspectives
5. Comparing Canadian and U.S. frontier settlement
6. Canadian and U.S. participation in World Wars I and II
7. History of the St. Lawrence Seaway
8. Prehistory of North America
9. American loyalists in Canada

Geography

1. Cultural geography of U.S. and Canada
2. Advantages and disadvantages of a large territory and small population
3. North American regions and regional cultures
4. Natural resources, ecology and wildlife of North America
5. Climates of North America

Table 1 continued

Politics, Government and U.S.-Canadian Relations

1. Comparing U.S. and Canadian federal systems
2. Looking at political parties: U.S. and Canadian perspectives
3. Federal versus Provincial interests in Canadian government
4. Canada as a political ally of the U.S.
5. The Canadian Parliamentary system
6. Canadian-U.S. diplomatic relations
7. Mosaic approach to nation building: cultural pluralism
8. Regionalism
9. The "Quebec Problem"
10. Canadian and U.S. energy policy
11. Economic development in Canada: implications in the U.S.
12. The Canadian strategic outlook and foreign policy
13. Legal system: French origins
14. Church and state
15. Language of instruction in schools

Sociology and Anthropology

1. The French and English peoples of Canada
2. American influence on Canadian life and institutions
3. Advantages and disadvantages of a pluralistic society
4. Social systems of native peoples of North America
5. Immigration of minorities and "race" relations
6. Religion and society

The State of Canadian Studies

Canadian Studies has only recently been identified as a formal field of academic activity. Although university-level course offerings in Canadian topics existed in the 1920's and 1930's, degree programs have only been offered in the last 25 years. Currently a number of academic centers of Canadian-American studies are in operation, funded with private foundation, U.S. government, and Canadian government support; major centers include University of Maine at Orono, Johns Hopkins, St. Lawrence University, Northwestern, University of Rochester, University of Vermont, Duke University, SUNY at Plattsburg, Michigan State University, Bridgewater (MA) State College, and Western Washington University. Many other colleges and universities offer course work in Canadian Studies (see Appendix A).

Emanating from these centers, a network of persons representing several disciplines has emerged who promote research, information exchange, and expanded teaching interest in Canada. The Association for Canadian Studies in the United States (ACSUS), organized in 1970, meets biennially and publishes the American Review of Canadian Studies. Regional groups have recently appeared, such as the Northeast Council for Quebec Studies, the Maine Council for Canadian Studies, the Massachusetts State College Committee on Canadian Studies, the New Hampshire Council for Canadian Studies, the New Jersey Conference of Canadian Studies, the Michigan Council for Canadian Studies, and the Associated Colleges of The Duke University Program of Canadian Studies. The meetings of such groups offer the stimulation of cross-disciplinary presentations and discussion as well as frequent appearances by representatives of the Canadian and provincial governments. They also sponsor professional visits to Canada. The existing councils, and ACSUS, are available to help organize new groups in other regions where there is a nucleus of interest in Canadian Studies. Interested persons should contact the nearest Canadian-American Center to receive this help.

Canada is more prominent in American news today with its internal tensions and its national interests in conflict with those of the United States over such issues as fishing, pollution, and energy. This heightens the need for teaching about Canada so that Americans will understand and appreciate a neighbor from whom we have much to learn. As the New England teachers learned during their 1979 tour in eastern Canada, there is excitement in Canada's dynamic diversity, a national pride in spite of diversity, a warmth toward visitors, and beauty in its varied landscapes and seascapes that can charm, fascinate, and instruct the visitor. The opportunity to experience such a foreign land near home and simultaneously provide American students with lessons of critical importance to their self-understanding is unique in international studies.

In summary

Americans should study Canada because

- --it is there
- --it provides comparison and contrast with the United States
- --we can learn from Canadian experience
- --it has a growing economic presence in the United States

The study of Canada

- --can be incorporated into existing courses
- --is best when interdisciplinary and comparative
- --addresses themes such as federalism, biculturalism, economic colonialism, constitutionalism
- --reveals unique and culturally independent regions

Canadian Studies

- --is an organized field of scholarly research and curriculum development
- --offers a professional identity for interested teachers
- --concerns both historical events and contemporary issues
- --is facilitated by a wealth of teaching materials and the proximity of Canada

Chapter II

PLANNING TO TEACH ABOUT CANADA

In this chapter you will find

- suggestions for "selling" Canadian studies to school authorities
- a method of discovering hidden resources among your colleagues
- a philosophy of curriculum
- examples of goals and objectives for infusing Canada into existing courses
- procedures for evaluation of an instructional activity

In the present climate of economic restraint, proposed additions to the curriculum face major hurdles. Besides the need to justify additional teacher time and new materials, there are questions of priorities among all the competing claims upon the school day for inclusion of special subjects. The "back to basics" sentiment urges a reduction in "non-essential" courses and is hardly hospitable to new subject matter proposals. Outside the school there may be criticism of "controversial" social and political topics in the curriculum. If Canada is to have a chance to enter the curriculum in a significant way, two kinds of preparatory work are essential. One is to design a sound instructional plan according to customary pedagogical principles. The other is to carry out a frankly political effort to win support from those responsible for allocation of the scarce resources of time and money. In this chapter we deal with the latter problem first. Then we offer some examples of goals and objectives infused with Canadian content and encourage evaluation which goes beyond assigning grades to students.

Determining the Need

If the arguments in Chapter I have established an interest in teaching about Canada, one must next determine whether there are local conditions which justify, and complement, this positive inclination. A first step is to review professional requirements and recommendations for the curriculum. What does the written course of study for your school state? Does it identify Canada in any way? Does it specify study of international relations, comparative cultures, or other themes which can be approached through Canadian studies? Does it require the attainment of competencies in reading, computation, and language (English and/or foreign)? Can you describe how a unit on Canada would address these themes and competencies as well as or better than the present curriculum does? Look at the curriculum recommendations of your professional association. What are foreign language teachers, social studies teachers, science teachers being urged to include in their courses? How does Canada fit? Through such inquiry, you can accumulate supporting opinion and evidence that teaching about Canada would be more than carrying out your personal enthusiasm.

Next, look at the local community for indications that the study of Canada could have some direct relevance to the economic and social life of the community. If local business serves Canadians, it could enhance that business activity if Canada as a nation and Canadians as a people were genuinely understood and appreciated by entrepreneurs, employers, media personnel, and public officials. If significant numbers of local citizens have roots and relatives in Canada, it may contribute to their sense of identity to have the school recognize and honor their membership in the community by providing for formal study of Canada by the next generation of community workers and leaders. The task of conducting a community survey to identify Canadian connections can, itself, be an interesting class project through which students gain experience in statistical sampling, polling, interviewing, and reporting. Polling could inquire into the level of knowledge about Canada which exists within the community adding additional data to the growing evidence that study of Canada is needed.

A third step is to survey colleagues on the teaching staff for their knowledge, experience, and interest in Canada. A simple instrument modified from that used in Brockton High School to identify resources for ethnic studies (see next page) can identify hidden resources and support for placing Canada in the curriculum. Most Canadian courses, whatever their

FACULTY ETHNIC STUDIES SURVEY

by Rita Smith

1. Name ____________________________
2. Address ____
3. Place of birth: City ______ State ______ County______
4. Highest level of education ________________
5. Current position __________________________
6. List any languages other than English that were spoken in your household.
7. Other than the United States are there any countries you feel close to?
   __________________ Why? ________________________________
8. If you immigrated to America, where did you come from? (country, city or town)
   When did you arrive in the United States and where did you first settle?
9. Why did you come to America?
10. If you have immigrant ancestors, where did they come from? (country, city, town)
    Approximately when did they arrive in the United States and where did they settle?
    Mother's side: _____________________________________

    Father's side: _____________________________________
11. Why do you believe your ancestors came to America?
12. Do you feel it is important to maintain customs and traditions of your ancestors?
    _____Very _____Slightly _____Not _____No opinion
13. Have you or members of your family experienced discrimination
    _____Racial _____Ethnic _____Religious _____Sexual

    _____Age _____Other?

Faculty Ethnic Studies Survey - continued

14. Do you feel it is important to incorporate ethnic studies into the curriculum?

_____Very _____Slightly _____Not _____No opinion

15. What place should ethnic studies have in the school curriculum?

_____Separate course _____Integrated in existing courses

_____Activities only _____Others

16. Have you developed and/or presented ethnic teaching and learning materials? If yes, specify:

17. Are you interested in receiving instructional materials on Canadian/Franco-American studies for use in your existing courses?

18. Have you ever visited Canada? If yes, specify the provinces, cities, towns, etc.

19. Would you be interested in participating in a student, teacher, and community field trip to Canada?

20. Would you be interested in participating in a Canadian/U.S. Teacher/Student Exchange Program?

21. Would you be interested in becoming a member of a Canadian/Franco-American Studies Multi-Disciplinary Team?

primary focus, will have the nature of area studies looking at the nation as a dynamic, functioning society. Involvement of teachers from several disciplines in planning can enrich the design as they see its potential, and its content, from their diverse perspectives. An agreement among teachers from several subject areas to add units to existing courses and coordinate their teaching of those units may achieve more understanding of Canada than would a separate course offered in one department.

Finally, one may survey the student body to assess the level of awareness and knowledge of Canada. Such a survey might investigate sports, vacations, and magazine reading habits as avenues of contact with Canada. From these data gathering efforts, a proposal can be prepared for the school administration which sets forth the need for including Canada in the curriculum. The proposal would describe the status of knowledge of Canada held by students and the citizens of the community, the practical applications in community life of better understanding, and the relevance of a unit or course to recognized professional curricula guidelines.

Gaining Approval

Even though a plan for adding Canada to the curriculum is academically and pedagogically sound, it will need a constituency, an array of people who believe it is good and important. Through the surveys conducted to identify need, one also identifies those individuals who feel strongly supportive and are willing to work. These people should be invited to review a draft of the teaching plans and to help in creating school and community readiness for Canadian studies by discussing it among friends and acquaintances. The effort should be made to find influential members of the teaching staff, and of the local community, and to acquaint them with the proposal and its rationale before it is submitted for official action.

The timing of submission of a new proposal is significant. Certainly it is poor timing to propose a curriculum change while the administration and school board are in the midst of annual budget trimming. Rather, take advantage of periods when the administration is relatively free of crises. If a curriculum review is scheduled to examine existing courses, learn what criteria are to be applied in the review, and submit the new proposal with special attention to the criteria and how the new instruction would meet them. In all cases, recognize that bureaucracy works slowly, so the proposal should be submitted with realistic lead time before the intended starting date.

One way to enhance the attractiveness of any proposal is to show that start up funds are available outside the regular school budget. Many schools are reluctant to accept federal funds to start new programs because of the future local liability to continue the program. Federal funds probably are not available for individual courses, but they may be indirectly helpful by strengthening the library materials on Canada or by providing short-term training of teachers who will offer the Canadian instruction. The local business community may be approached for modest financial help to secure materials and supplies with resulting recognition and good will. In some communities there will be branches of Canadian business to be contacted. Finally, Canadian government materials are listed in Appendix B, some of them available without charge. Contact with the office of the Quebec government or the Canadian Consulate nearest you may result in additional resources.

"Accountability" is a favorite term of those who watch public programs. It seems to mean, "Are we getting our money's worth from everything the schools are doing?" This is a reasonable, though superficial, question for the public to pose. The proposal for teaching Canada should anticipate this inquiry by having a planned method of cataloging the resources put into the course and the benefits derived both in terms of student development and services to the community. There is one additional potential outcome which should be taken seriously, and that is the reputation of the schools. If the new instruction has been carefully prepared, and the community prepared for it, the school will receive recognition from professional groups and school board associations for its creativity and excellence in curriculum building. Such commendation from external sources has a positive effect on school boards and administrators. Give them a chance to become known as leaders in promoting the study of Canada.

Designing the Canadian Curriculum

Before we offer suggestions for the infusion of Canada into the curriculum we admit to a point of view about curriculum and teaching which has been well expressed by Rubin in his

Curriculum Handbook.

> Teaching in the long range, however, will need to center more upon active and less on inert knowledge. Subject matter that is more decorative than functional, or that owes its existence chiefly to tradition, will need to be abandoned in favor of knowledge that helps youth to better cope with the changing world. Because tomorrow's citizenry will be called upon to make sensitive choices among conflicting priorities, life-styles, and social patterns, the curriculum of subsequent decades will need to treat, in varying contexts, the processes through which people identify problems, gather and verify related evidence, judge the probable consequences of alternative choices, and reach decisions. (Rubin, 1977, p. 23)

Writing in the same volume, about the social studies, Engle observes that "the social studies do not, in fact, exist today." They are subject-centered and dominated by "a kind of oversimplified mythical version of history written from a western bias." There is no integration among the subjects which constitute the social studies. Worse, there is little or no attention to the central position of values and valuation in citizenship. Engle urges that citizenship development be recognized as the responsibility of a coordinated effort by the humanities and the social sciences.

> Thus literature, and the serious arts, religion, philosophy, and ethics come into the social studies door, and social science is relieved of carrying the unnatural load it was never intended to carry in the first place... (p. 105)

But coordination among the subjects is only a first step. We must think of all subjects as "being instrumental to the large task of citizenship development rather than as subject matter to be learned for its own sake or for some remote and unseen future use." (p. 104). Further, the curriculum must move away from mythology toward confrontation with the realities of society if citizenship is to mean ability to identify, struggle with, and resolve problems. Engle paraphrases an indictment made in 1932 in the Report of the Commission on the Social Studies, Part I and charges that the same situation still exists nearly half a century later.

> In describing American life, we have tended to emphasize national unity over conflict and dissension, a national character over cultural pluralism, general welfare over genuine and irresolvable conflict of interest, freedom and opportunity over the plight of minorities too weak to get a hearing at the bar of history, the inevitability of progress under the free enterprise system over deep-seated ills and problems which beset our society. We have given one simplified version, the correct or official version of affairs, ignoring that the scholars are deeply divided and continually at odds about interpretation of American affairs. (Rubin, 1977, p. 96).

What has all this to do with teaching about Canada? Simply that Canada, our next door neighbor, is a ready-made case study to illustrate how a nation's citizenry grapple with their realities. If we cannot yet look at our own blemishes and problems, we can study their counterparts in the Canadian experience and, through honest inquiry, compare ourselves to them.

Goals

The preceding discussion has stressed citizenship development as a major purpose of the curriculum. However, the goals of an instructional program or program segment must be more limited. Some examples of generic goals involving Canadian content are:

- to help students understand nation formation by examining the experience of Canada.
- to develop map reading skills in French using the Province of Quebec.
- to help students recognize the effects of geography on settlement patterns by studying the St. Lawrence Valley.
- to develop the ability to recognize regional dialects by comparing the speech of Montreal with that of Moncton.
- to interpret cultural variations in nonverbal communications by comparison of French and Scots in eastern Canada.

Notice that these goals are not topics to be "covered". A goal should not be "to teach the British North America Act." In New York state where Canadian Studies is a recommended elective in grade 12 and a recommended element of grade 5 study of the Western Hemisphere, a syllabus has been published for the State Department of Education by the SUNY Plattsburgh for the study of Canada. Readers will find much help in goal definition in this syllabus.

Objectives

For each goal there may be several objectives which guide teaching and learning. Some objectives which are related to the goal of "understanding nation formation by examining the experience of Canada" are:

- students, after instruction has been completed, will list unaided the major provisions of the British North America Act.
- students will contrast the British North America Act with the United States Constitution by explaining how each provides guarantees for individual freedom.
- students will compare and contrast the causes of the American Civil War with the causes of the Rebellion in Lower Canada.
- students, without supervision, will use the Canadian Almanac to compile an organizational chart of the New Brunswick provincial government.
- students will express positive feelings toward the contributions of native peoples to national culture.

Learning Activities

In the next chapter we present some units and lessons containing learning activities which have been developed and tried out by New England teachers. In New England and the other northern tier states, teachers will find it relatively easy to design out-of-class activities to complement classroom study of Canada and thus to achieve active participation by students. Access to Canadian TV and radio broadcasts is possible, and, through requests to cable TV companies, may be increased. Many communities have citizens who migrated from Canada who can be approached by students in oral history projects or invited into the classroom as resource people. Similarly, many American families vacation in Canada and are happy to share their slides and their experiences. Subscriptions to Canadian newspapers and magazines facilitate student research, independent study, and leisure reading which can focus on Canada as a step toward broader interests in international affairs. American schools might well adapt a program successfully developed in Ontario called "Introducing:

The World." Centered around three annual interschool conferences backed up by a student produced newspaper and professionally selected bibliographies, students in the Toronto area are excitedly engaged in problem-focused study of international affairs and their impact on Canada (See Bibliography for reference). A variation of this program with attention to Canadian - U.S., or North American affairs might add zest for both students and teachers to existing curricula.

Evaluation

Too often evaluation is confused with assigning grades to students for the work they have accomplished in a course. While grades may be essential, evaluation is properly viewed as a process of comparing actual learning outcomes with predetermined desired outcomes. Through evaluation we discover how well students have learned, how appropriate was our plan for teaching, and how effective was its implementation.

In this Handbook we encourage the incorporation of Canadian content within courses which have other primary goals and objectives. The French and English experience in Canada in the eighteenth and nineteenth centuries, interesting in itself, may offer useful insights for examining the place of Hispanics in twentieth and twenty-first century America. Canadian painters of their spectacular scenery may complement our Thoreau in developing appreciation for the continent we share. That is, Canadian material can be chosen to underscore the universality of themes which are sometimes taught as if they were unique to the United States. When it comes to evaluation, we are interested in both the achievement of the primary goals and objectives, and in some lasting gain in awareness, appreciation, and understanding of Canada from its use as a vehicle for instruction. Therefore, an organized effort to discover these lasting outcomes should be part of a general evaluation design for any course.

Clarity and specificity of goals and objectives at the outset facilitate the evaluation process because the objectives indicate what to look for as final products. True evaluation consists of four parts or steps following the definition of objectives. The first is to select, or create, some tools for measuring the behaviors which are specified as objectives. Often these are paper and pencil tests, but the imaginative teacher has a wider range of measuring tools such as observation, sociodrama, oral reports, or products (constructions, art objects, food). There probably are no tools unique to Canadian studies. One simply builds relevant Canadian content into the instruments.

The second step in evaluation is some type of pre-test to inform the teacher, and the students, what they already know and believe about Canada. This information is useful in planning, and essential as a base from which to measure gains resulting from instruction.

The next step is for the teacher to decide on criteria or standards for student achievement which will represent the desired level of knowledge, understanding, skill, and appreciation to be retained by students. This effort should accompany the statement of objectives at the outset, rather than be delayed until the instruction is completed. The final step is measurement again (a post-test) and a comparison of the results with both the pre-test findings and the established standards. If students have made measurable gains which reach the standards, the teaching plan can be "valued" as effective. If results are not what was desired, the teaching plan will require an overhaul. Again, this process is not unique to Canadian studies. By applying it to some Canadian content incorporated into a course on other topics, there may be a "tracer" effect similar to the radioactive material inserted into the body to help disclose how a body system is working. The "foreign" Canadian material may be a helpful means of discovering if our teaching is producing the citizenship attitude and awareness outcomes our goals usually include but our narrow achievement testing often misses. While this process may extend that necessary to assign grades in a course, the effort will produce data which can further substantiate the appropriateness of including Canada in the curriculum.

In summary

- _____ Are you eager to include Canada in your teaching?
- _____ Is it needed in your community?
  - _____ professional curriculum recommendations
  - _____ local business
  - _____ local population
  - _____ fellow teachers
  - _____ student body
- _____ Will it be approved by school authorities?
  - _____ influential teachers
  - _____ influential community people
  - _____ timing
  - _____ outside funding
  - _____ accountability
- _____ Does your teaching plan
  - _____ include other teachers and subjects?
  - _____ have goals related to citizenship development?
  - _____ include objectives for student performance?
  - _____ make use of out-of-classroom Canadian resources?
  - _____ adapt lessons from Chapter III and other curriculum guides?
  - _____ use resources and books listed in Appendix B and Bibliography?

_____ Does your evaluation plan

  _____ measure gains in knowledge, understanding, skill, and appreciation about Canada as well as other purposes?

  _____ indicate standards of excellence?

  _____ determine the effectiveness of the teaching plan and procedures?

  _____ produce information which contributes "accountability"?

Chapter III

TEACHING PLANS

In this chapter you will find:

- Outline Maps 27-33
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  Corinne Cascadden, Patricia Chamberlin, Louise Laroche
  Sixth grade social studies
- Geography of Canada 53
  Roger P. Dube
  Secondary social studies
- Canadian Political System 71
  Brian Nelligan
  Secondary social studies
- Canadian Studies 78
  Susan E. Szachowicz
  World history for work-study students
- Ringuet's Thirty Acres 101
  Rita E. Smith
  Secondary English; social studies
- Introduction to the Acadian Experience 108
  Karen Ulmer Dorsch
  French III, IV; Social studies; Humanities: Home Economics
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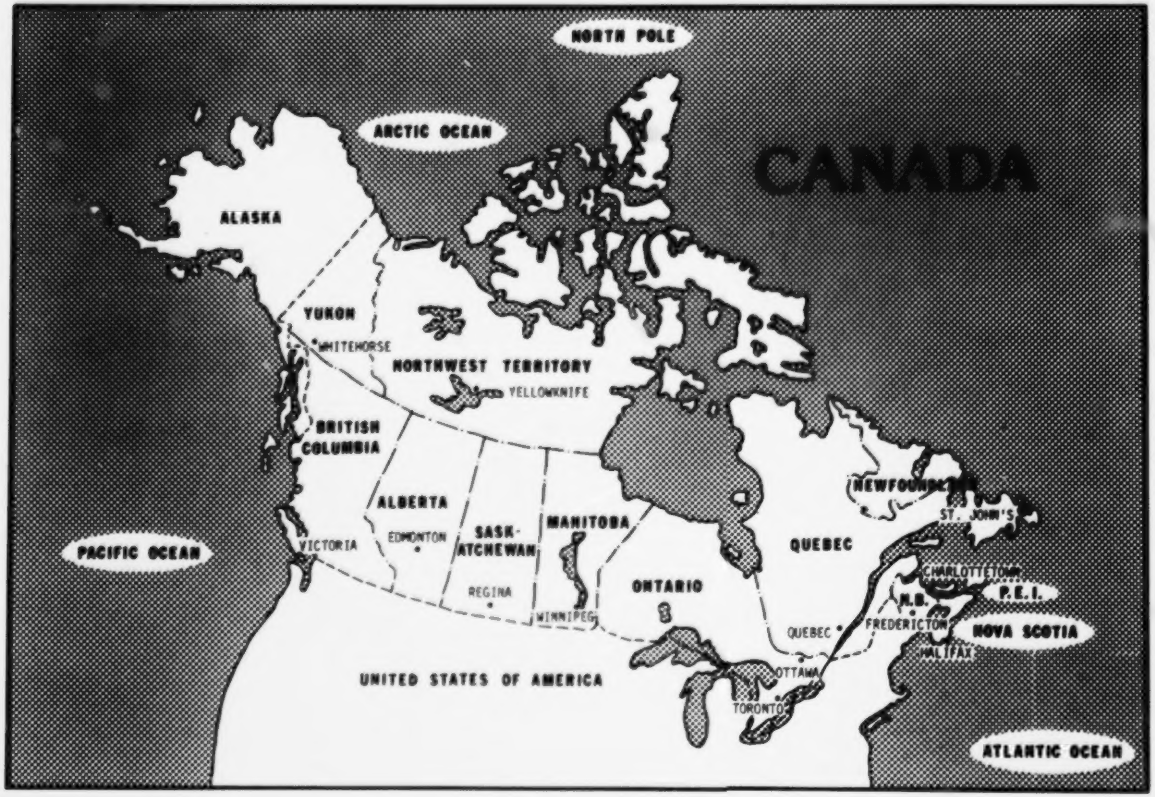
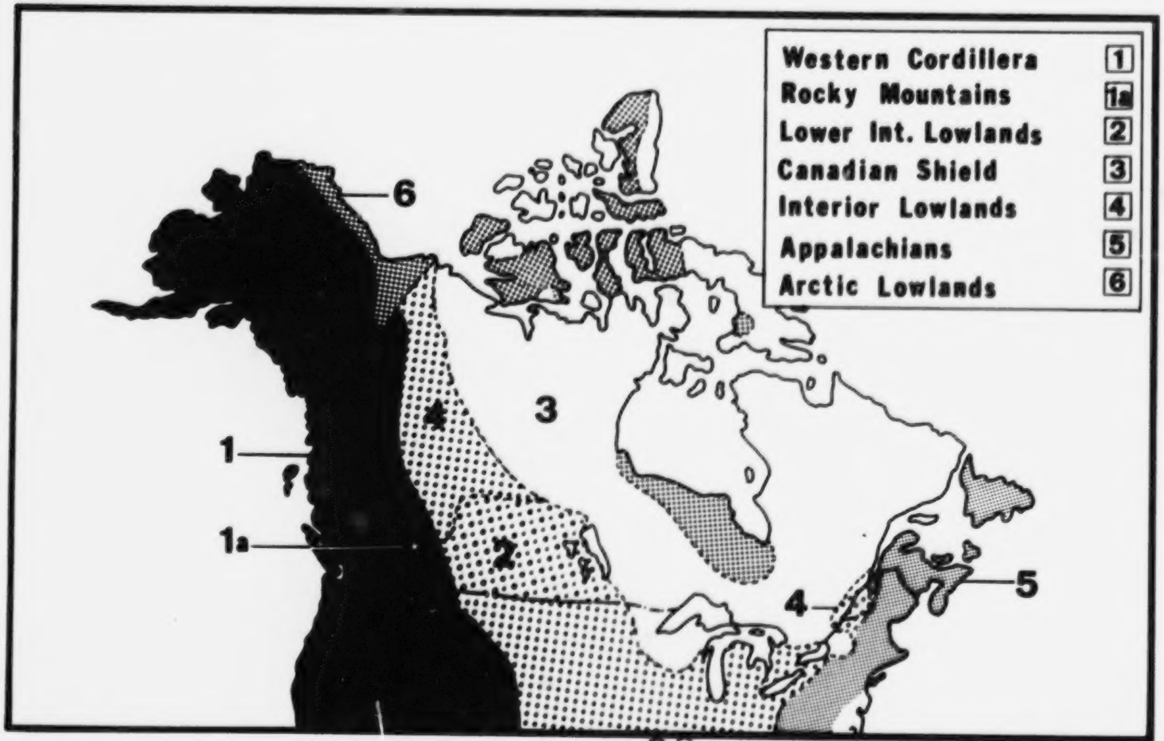
- La Taïga et La Baie James 148
  Brent Quimby
  French II, III
- Boules/Pétanque - Lawn Bowling 151
  Sarah Wheeler
  Secondary French; social studies

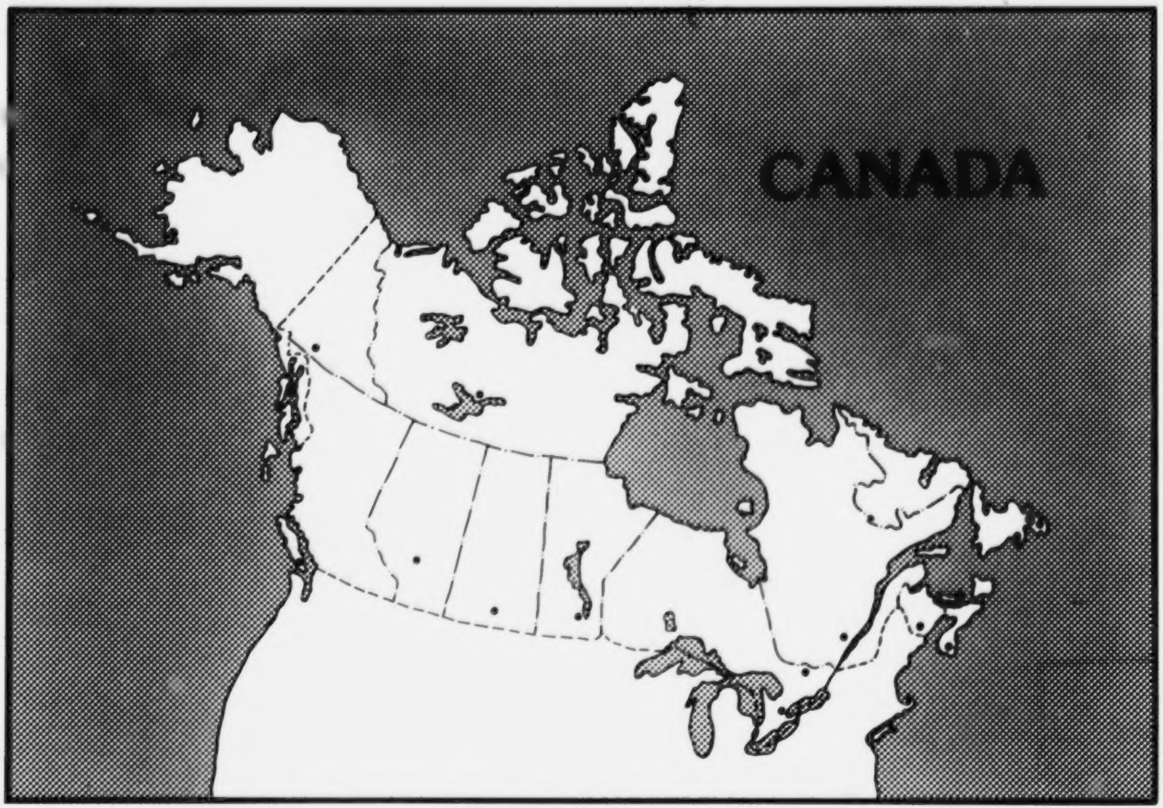
MAP A.


NORTH POLE
ARCTIC OCEAN
CANADA
ALASKA
YUKON
WHITEHORSE
NORTHWEST TERRITORY
YELLOWKNIFE
BRITISH COLUMBIA
NEWFOUNDLAND
ST. JOHN'S
ALBERTA
EDMONTON
SASK-ATCHEWAN
MANITOBA
QUEBEC
PACIFIC OCEAN
VICTORIA
CHARLOTTETOWN
ONTARIO
REGINA
N.B.
P.E.I.
WINNIPEG
QUEBEC
FREDERICTON
NOVA SCOTIA
HALIFAX
OTTAWA
UNITED STATES OF AMERICA
TORONTO
ATLANTIC OCEAN

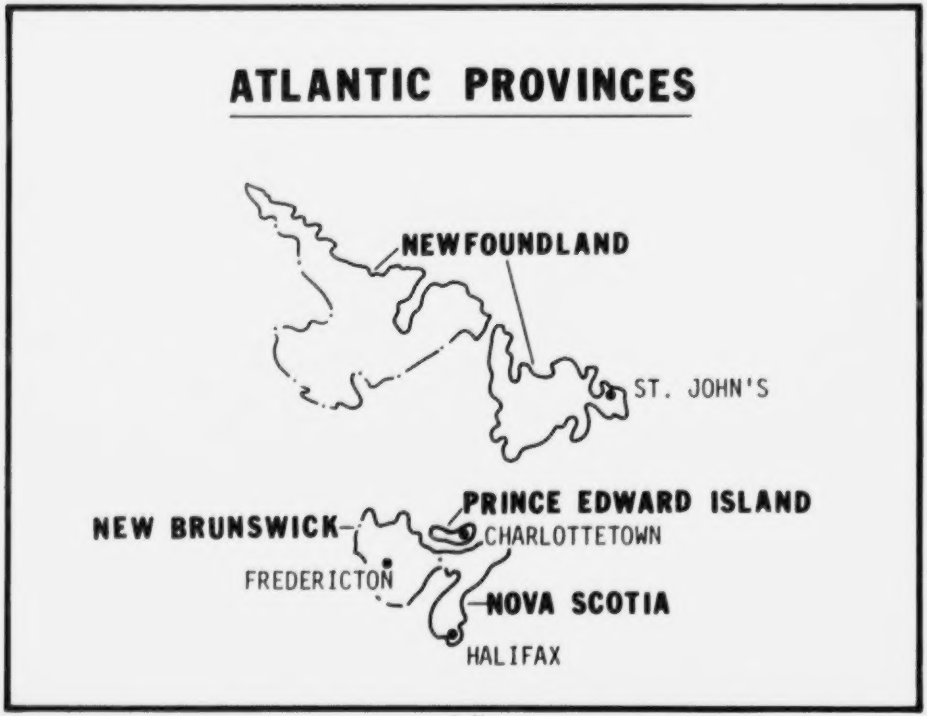
MAP B.


Western Cordillera 1
Rocky Mountains 1a
Lower Int. Lowlands 2
Canadian Shield 3
Interior Lowlands 4
Appalachians 5
Arctic Lowlands 6
6
1
1a
2
3
4
4
5

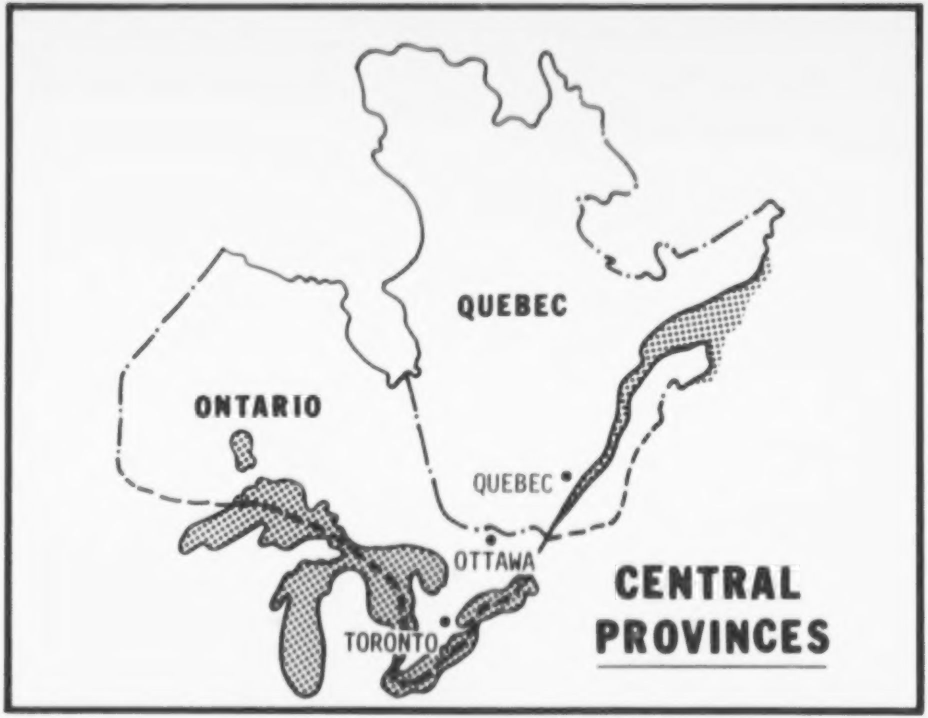
MAP C.



MAP D.


ATLANTIC PROVINCES
NEWFOUNDLAND
ST. JOHN'S
PRINCE EDWARD ISLAND
NEW BRUNSWICK
CHARLOTTETOWN
FREDERICTON
NOVA SCOTIA
HALIFAX

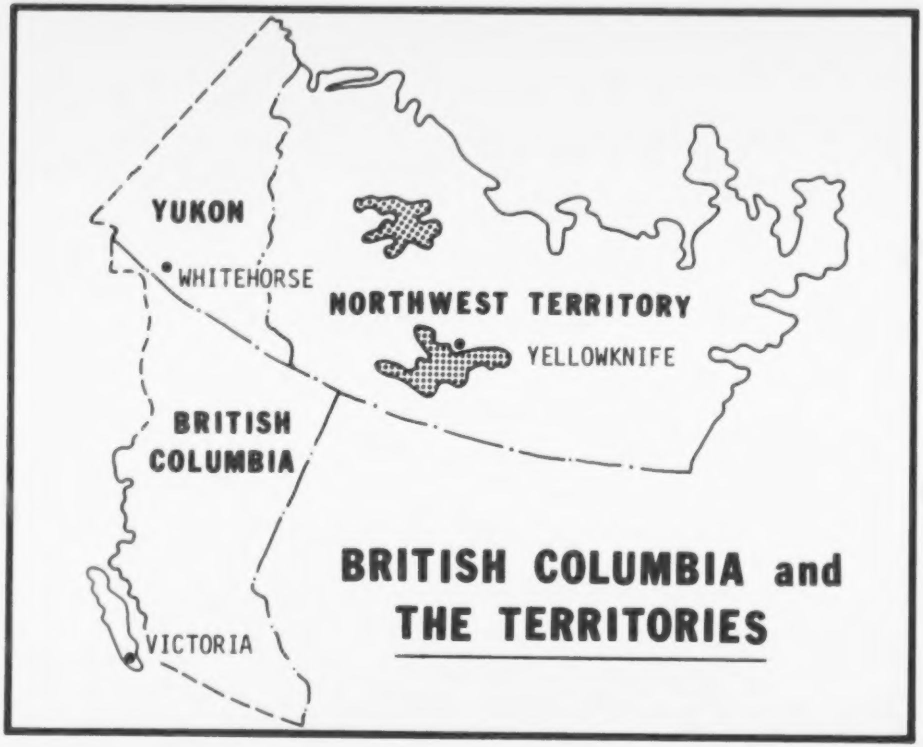
MAP E.


QUEBEC
ONTARIO
QUEBEC
OTTAWA
TORONTO
CENTRAL PROVINCES

MAP F.

PRAIRIE PROVINCES
ALBERTA
EDMONTON
SASK-
ATCHEWAN
REGINA
MANITOBA
WINNIPEG

MAP G.


YUKON
WHITEHORSE
NORTHWEST TERRITORY
YELLOWKNIFE
BRITISH COLUMBIA
VICTORIA
BRITISH COLUMBIA and THE TERRITORIES

CANADIAN GEOGRAPHY

Contributing Teachers: Corinne Cascadden
Patricia Chamberlin
Louise Laroche
Burgess School
Berlin, N.H.

Target Audience: Sixth grade social studies. Relates to Follett Social Studies program.

Time Frame: Flexible. As a complete unit may be one term. Sections may be used as introductory material for study of selected provinces. Sections may be used as enrichment of existing geography program.

Goal: To increase students' awareness of the physical, political, and economic geography of Canada.

Objectives:

A. To identify and locate Canada and its boundaries
B. To be aware of Canada's various climates
C. To locate and describe the geographical features and chief cities of all the Provinces of Canada
D. To acquire knowledge of the environmental and natural resources of each of the Provinces and Territories of Canada
E. To describe the main transportation route to Canada--The St. Lawrence-Great Lakes Waterway
F. To know the chief agricultural and mineral products of Quebec, Ontario and the Prairie Provinces

Resources and Materials (according to specific learning activities): Use questions and work assignments listed here; pass out copies of Brief Fact Outline to class Maps are at beginning of Chapter III

A. Major cities in Canada
    1. Map of Canada with Provincial boundaries
    2. List of Canadian metropolitan areas
B. Map location of boundaries, provinces and capitals
    1. Blank map of Canada
    2. Access to an Atlas

C. Atlantic Provinces
   1. Access to bulletin board
   2. Old magazines to cut pictures from - at home or school
   3. Blank map of Canada
   4. Access to source books on Canada, or textbook
D. Atlantic Provinces: Seaports
   1. Hypothetical harbor map
E. Quebec and Ontario
   1. Paper to draw a map of your area
F. Quebec and Ontario: Farming in Quebec
   1. Crop rotation diagram
F. Quebec and Ontario: Water Routes
   1. Access to an atlas
H. Quebec and Ontario: Hydro-electric power
   1. Access to references about Canada
I. Prairie Provinces
   1. Physical map of Canada
   2. Atlas showing oil and gas fields
J. Prairie Provinces: The wheat industry
   1. Access to references about wheat growing
   2. Access to map of Canada with ports marked (political map)
   3. Access to world export routes
   4. Access to globe
K. British Columbia: Canadian wildlife
   1. Access to information about wildlife
   2. Access to sources about Canada
L. British Columbia: National Parks
   1. Access to information about Canadian Nat'l Parks
M. British Columbia: Salmon is King
   1. Access to political map of British Columbia
N. Yukon and N.W. Territories
   1. Sugar cubes for igloo building
O. Included here is: (1) brief fact outline of each of the provinces, and (2) brief list of new vocabulary

Brief Fact Outline of Each of the Provinces

New Vocabulary

Albedo: reflection of sun light on the snow
Arable: tillable, soil fertile enough to farm
Canadian Shield: rock covered hills, lakes around Hudson Bay
Causeway: a highway across wet ground
Continentality: very cold winters, hot summers
Cordilleran Strip: vast mountain ranges and rugged plateaus
Flaxseed: a seed of flax used for oil and medicinal ingredients
Glacier: a great mass of slowly moving ice
Muskeg: swampy grasslands
Perma-frost: ground that is permanently frozen
Potash: a carbonate from wood ashes
Precambrian Shield: being from an earlier geological period
Tundra: level treeless plains of the Arctic
Vegetation: green, leafy plants

Geography of Canada

I. Location of Canada
    A. Second largest country in the world
    B. Over 2.8 million square miles
    C. Rolling crests of Pacific to crashing breakers of the Atlantic
    D. Northern boundry is the frozen Arctic
    E. South is American/U.S. boundary
    F. Map and Globe aide

II. Regions
    A. Physical geography: 97% was repeatedly covered by glacier ice causing surfaces of mountains and plains
        1. About 2% still covered by glacier
        2. Yet 2/3 of Eskimos have never seen glacier
        3. Ice remains in Arctic Island
    B. Five major geographical regions
        1. Appalachian region: East, includes Atlantic Provinces, part of southeastern Quebec, hills and plains
        2. St. Lawrence Lowlands: fertile lowlands bordering Great Lakes and the St. Lawrence, southern Quebec and Ontario

II. Regions - continued
    3. Canadian Shield: rock covered around Hudson Bay, hills, lakes, muskeg; contains a wealth of minerals
    4. Interior Plains: unforested, grain growing economy; important deposits of oil, gas, potash
    5. Cordilleran Strip: vast mountain ranges and rugged plateaus

III. Climate
  A. Continentality: very cold winters, hot summers
    1. Albedo: reflected sun light, causes longer winters
    2. 50% of Canada is affected by this
  B. Water--differs from one area to another
    1. West Canada has more snow than East
    2. Northern Canada affected by floating ice
    3. Not enough precipitation for agriculture--need for hydro-electric power

IV. Provinces
  A. Atlantic Provinces
    1. Newfoundland, *St. John
      a. Off the coast, the Continental Shelf, world's most extensive fishing ground
      b. Fish, especially cod; best known resource
      c. Labrador, large deposits of iron ore
      d. Soil suffers from acidity and rock
      e. Rough ridges of low mountains
      f. Forests used for fuel, pulp, paper, homes, boats
    2. Nova Scotia, *Halifax
      a. Bold and rugged coast, excellent harbors
      b. Lowlands, fertile valleys, many rivers and lakes
      c. Coal most important mineral resource (also: gypsum, barite, salt)
      d. Annapolis Valley, most agriculture, vast apple orchards
      e. Valuable fishing products
      f. Cape Breton Island, joined by causeway
      g. Most people live on the coast
      h. Bay of Fundy
      i. Halifax, sugar and oil refineries

IV. Atlantic Provinces - continued
    3. New Brunswick, *Fredericton
        a. Low rounded hills, moderate altitude
        b. Soil is rocky, arable land scarce, many rivers, ice-free port St. John river
        c. 45.5% is manufacturing, 25.6% is construction
        d. Other resources; mining, fishing, electric power
        e. Reversing fold; tide rolls out instead of in
        f. Mild, rainy summers; cold, snowy winters
    4. Prince Edward Island, *Charlottetown
        a. Sheltered from the ocean by Nova Scotia and Newfoundland--free from extreme temperatures and fog
        b. Climate and soil good for mixed farming
        c. Potato growing, dairying are main agricultural activity
        d. No mountains with rough hills
        e. Fishing--lobsters and oysters
        f. Fine weather, beaches, fishing, and scenery; natural resources attract tourists and provide substantial income
  B. Central Provinces
    1. Quebec, *Quebec City
        a. Low-lying plains
        b. Most populated area of Canada
        c. Industrial center
        d. Fertile farm land, chiefly dairying
        e. Canadian Shield forms an arc around Hudson Bay, rocky and coniferous forests
        f. Mining; iron, copper, asbestos
        g. "Cradle of Canada;" St. Lawrence lowlands
        h. Huge water shed for trading on Lake St. John of the Saguenay River
    2. Ontario, *Toronto
        a. Rocky forested country
        b. Richest farm lands of Canada
        c. Mixed farming; dairying, livestock, tobacco, vegetables, fruits
        d. Mining; cadmium, calcium, cobalt, salt, nickel, silver, uranium, copper, gold
        e. Surrounded by Great Lakes
        f. North of Hudson Bay is frost free less than 2 months per year
        g. South of Hudson Bay is frost free only 4 months per year
        h. Second largest city in Canada, Toronto
        i. Ottawa, nat'l capitol, government headquarters

C. Prairie Provinces, Precambrian shield, rocky, dotted with rivers, forest and muskeg, foothills of the Rockies, grass is natural vegetation
  1. Manitoba, *Winnipeg
    a. Extreme of heat and cold from -50°F to 90°F
    b. Less snowfall than in East Canada
    c. Primary resource, land, field crops, wheat, barley, flaxseed, oats
    d. 49% forested and marketable timber
    e. Nickel and copper
    f. Winnipeg, railroad center
  2. Saskatchewan, *Regina
    a. Main resources; land, 46% tillable, wheat
    b. Mineral deposits, oil
    c. Potash industry
    d. Southwest corner is very dry, almost desert
    e. Cattle ranches
    f. Railroad and trading center is Regina
  3. Alberta, *Edmonton
    a. Irrigated land
    b. Some agriculture, large crop of wheat
    c. Important deposits of petroleum, natural gas and coal
    d. Huge herds of livestock
    e. 75% of Canada's oil, 82% of its gas
    f. Calgary, cattle shipping, oil refineries and meat packing
    g. Edmonton, water and railroad transportation center

D. British Columbia and the Territories
  1. British Columbia, *Victoria
    a. Canada's largest producer of lumber, large pulp and paper industry
    b. Dairy and fruit farming
    c. Fishing, Pacific salmon
    d. Minerals: copper, zinc, coal, lead
    e. Ragged coast with inlets
    f. Large area of pioneer country
    g. Busy shipping routes
    h. Vancouver, leading port and marketing city
    i. Rocky Mountains continued from United States

D. British Columbia and the Territories - continued
  2. The Yukon, *Whitehorse
    a. Elevated plateaus and mountains in Cordilleran range
    b. Borders Alaska
    c. Minerals: zinc, asbestos, silver, copper, gold
    d. Fur crop
    e. Sparsely populated
  3. Northwest Territories, *Yellowknife
    a. Covers more than 1/3 of Canada
    b. Warm summers below tree line
    c. North of tree line, barren tundra
    d. Miles of fresh water; MacKenzie River, Great Bear, Great Slave Lakes
    e. Vast expanses of muskeg
    f. Winters are extremely cold, little snowfall
    g. Chief resources: zinc, lead, gold, silver, oil
    h. Furs, fish, forest provide income
    i. Perma-frost, permanently frozen ground
    j. Five times the size of Texas
    k. December to March is subzero weather
    l. Population only 38,000

Learning Activities:

MAJOR CITIES IN CANADA

Using the names of the Canadian metropolitan areas which had over 100,000 people at the 1976 census, complete the following questions:

I. On an outline map of Canada, mark each city with a dot, then label it using the number in front of the name
II. Which province has the most cities?
Which province has the least?
III. Draw a ring around the area that has the most dots.
What would you expect this area to be like if you visited it?
IV. Look at the location of the cities.
What does it tell you about the population of Canada?
Try to account for this pattern.

CANADIAN METROPOLITAN AREAS over 100,000 people in 1976

1.	Calgary, Alta.	469,917	10.	St. John, Nfld.	143,390
2.	Edmonton, Alta.	554,228	11.	Saskatoon, Sask.	133,750
3.	Halifax, N.S.	267,991	12.	Sudbury, Ont.	157,030
4.	Hamilton, Ont.	529,371	13.	Toronto, Ont.	2,803,101
5.	Montreal, Que.	2,802,485	14.	Thunder Bay, Ont.	119,253
6.	Ottawa, Ont.	693,288	15.	Vancouver, B.C.	1,166,343
7.	Quebec, Que.	542,158	16.	Victoria, B.C.	218,250
8.	Regina, Sask.	151.191	17.	Windsor, Ont.	247,582
9.	Saint John, N.B.	112,974	18.	Winnipeg, Man.	578,217

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EXTRA CREDIT: Can you put the above cities in order of the highest population to the lowest? Give it a try.

Suggested Activities:

MAP LOCATION OF BOUNDARIES, PROVINCES AND CAPITALS

Using a blank map of Canada and an atlas, locate and neatly label the following places:

I. BOUNDARIES
United States
Alaska
Atlantic Ocean
Pacific Ocean
Arctic Ocean
Great Lakes

II. NATIONAL CAPITAL
Ottawa (Use a star to show its location)

III. PROVINCES AND THEIR CAPITALS - Capitals should be located with a dot and the first letter of the name.
Newfoundland - St. John
Nova Scotia - Halifax
New Brunswick - Fredericton
Prince Edward Island - Charlottetown
Quebec - Quebec City
Ontario - Toronto
Manitoba - Winnipeg
Saskatchewan - Regina
Alberta - Edmonton
British Columbia - Victoria
Yukon - Whitehorse
Northwest Territories - Yellowknife

ATLANTIC PROVINCES

After briefly discussing the overall landscape of the Atlantic Provinces, make a bulletin board display comparing the provinces with New England. Pictures of coastal towns, fishing industry, landscape, and/or small farms can be brought in by the students.

Make a products map of the Atlantic Provinces. The map should be drawn free hand and include Newfoundland, Nova Scotia, New Brunswick, and Prince Edward Island. Some of the products that you may wish to include are: fishing, lumber and paper products, fur trades, mining (gypsum, zinc, copper, coal, iron) farm products (fruit, berries, vegetables) and dairying.

Class project on the life of the North Atlantic fisherman.

a. Location of the Grandbanks Fishing Area
   What are some of the laws governing the amount of the fish caught?
   What are the fishing seasons?
   What are the types of fish caught?

b. Mechanics of the "Catch"
   How are fishing nets used?
   What does a "fleet" consist of?
   How are lobster traps used?
   How are the fish preserved on board the ship?

c. Fish processing
   What type of fish are canned?
   What is canning process for fish?
   How else are the fish distributed besides canning?
   Where are the fish shipped to?

ATLANTIC PROVINCES SEAPORTS

For hundreds of years, Halifax has been considered one of the world's busiest ports for several reasons. The harbor is well sheltered from the fierceness of the Atlantic Ocean and was large enough to handle many ships at once. Halifax is also Canada's greatest ice-free port and very deep water so huge ships can enter safely. In addition to this, Halifax is a manufacturing center and has several railways that connect it to the rest of Canada. Halifax is a very important city not only to Nova Scotia, but the rest of Canada as well.

I. Give your reasons why you think that Halifax developed as a busy seaport. How did each of the following help Halifax grow?

a. deep water -

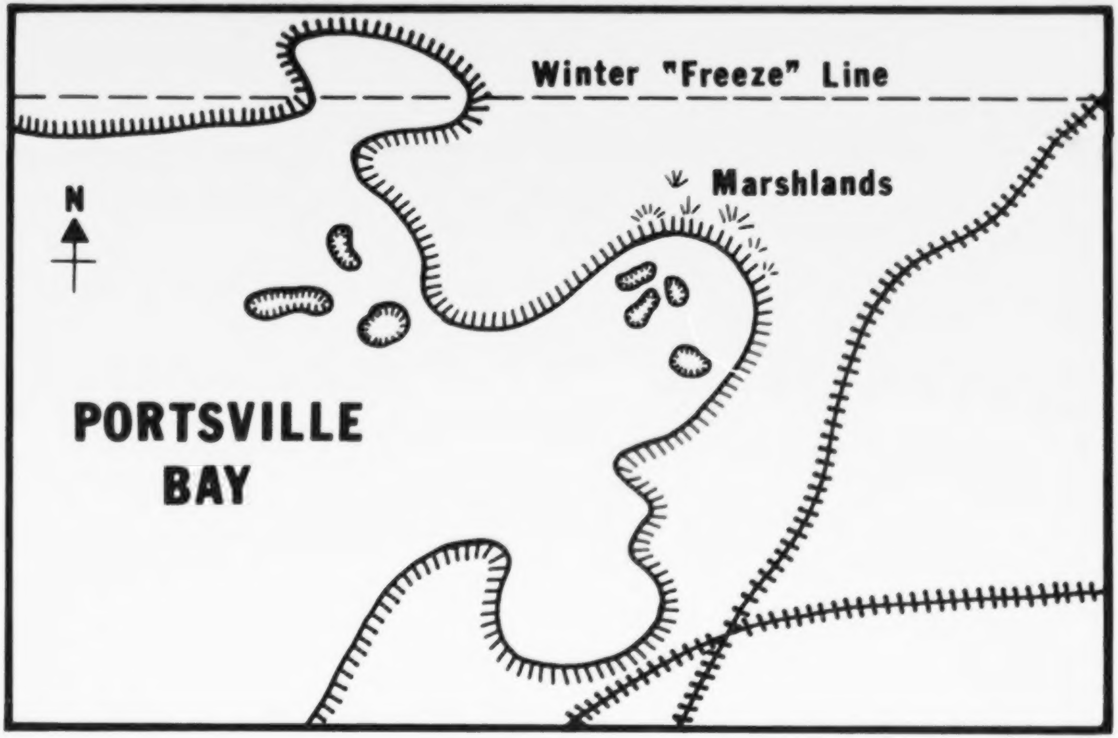
b. protected because of the location -

c. ice-free all year round -

d. large harbor -

II. On the following map, where would be the best place for a harbor to develop? Be careful! Consider all the above information! Put a red X on the spot you would choose.

HYPOTHETICAL SEAPORT


Winter "Freeze" Line
Marshlands
N
PORTSVILLE BAY

44

ATLANTIC PROVINCES, QUEBEC AND ONTARIO

1. Discuss water and other resources that are both detrimental and beneficial to the area. Some of the questions that could be answered are:
    a. Is there enough water to supply all the needs of the people in the area?
    b. Is there a possibility that a hydro-electric plant be built in the area?
    c. Are there a lot of mills that might pollute the water supplies in the area?
2. List the reasons for cities' growth and location relating to central Canada and your home town.
    a. Why did people choose to settle along the river?
    b. What services did the river provide to the early settlers?
    c. Is the river important to the community today?
    d. What are the similarities between the Canadian cities and your home town?
3. Make maps of your home town and the surrounding area that include the river, railroad, etc.... stressing the importance that the river had in its development. (If your home town is not located on a river, choose a nearby town that is).

FARMING IN QUEBEC

Quebec has had a long tradition of people farming its land. The early settlers, especially the French, settled along the Saint Lawrence River in long narrow farms that bordered the river for several hundred feet and stretched back far enough so the farm ranged in size from thirty to one hundred twenty-five acres. These farms were passed down from father to son, generation to generation. Now, the trend is toward larger farms as more and more people are moving to the cities.

Because the land was used over and over, the development of a system of crop rotation was necessary. Below is a diagram of four views of a typical Quebec farm. This farmer has divided his farm into a four year rotation system. There are fields of pastureland, areas of oats and mixed grains, areas for hay, and areas for "hoed" crops like potatoes, turnips, and corn used for silage. At the far end, the wood lot provides wood and maple syrup. Because the land is used for so many different purposes, the farmer was able to make a living and support his family even if one crop failed.

I. Briefly answer the following questions: (you may use references)
   A. What is crop rotation?

   B. Why was crop rotation important to the farmers in this area?

   C. Why would it be a good idea to rotate where you plant vegetables in your own garden, year after year?

II. Using the diagram as a model, can you figure out how the farmer might rotate his crops over a four year period?
   A. Label the crops for each field
   B. HINT, the first year has been done for you.

WATER ROUTES

Using an atlas or other references, answer the following:

I. Trace the route a freighter carrying wheat from the prairie provinces might take if it were going to the Atlantic Ocean for world-wide destinations. Write down the route.

II. How would the wheat be delivered if the waterway was not there?

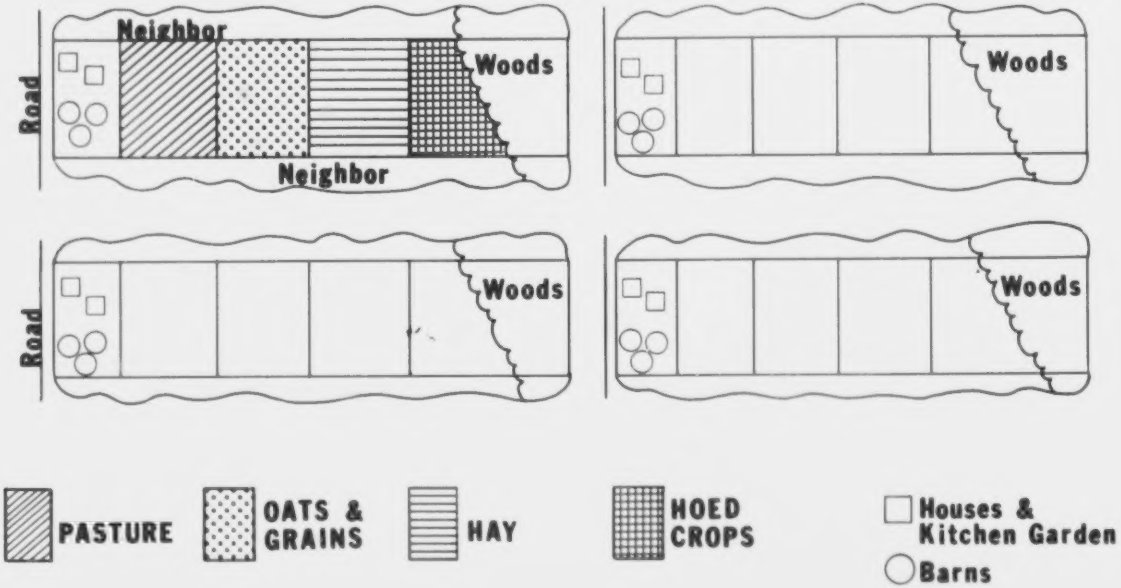
III. Both the United States and Canada worked as partners to develop a system of canals and locks on the Saint Lawrence River.
   a. Why was this such an important project?
   b. How did it aid both countries?
   c. Draw a diagram to show how the locks work.
   d. What does this project tell you about the relationship between the United States and Canada? What would have happened to the project if these countries had been at war?

HYDRO-ELECTRIC POWER

A very important source of electricity is generated from moving water. Canada has a great amount of water power that can be harnessed to provide electricity not only for the immediate area, but it is used in the southern industrial areas and in parts of the United States as well.

I. Use references to answer the following questions:
   A. What would be some of the things engineers would look for in choosing a site for a hydro-electric plant?

CROP ROTATION


Neighbor
Road
Woods
Neighbor
Road
Woods
Woods
Woods
PASTURE
OATS & GRAINS
HAY
HOED CROPS
Houses & Kitchen Garden
Barns

B. Ontario and Quebec have many hydro-electric plants. Can you find and locate on a map at least one of these? Why is the location important to the needs of Canada's industries?

C. How is water changed to electricity? On the back of the paper draw a picture to explain the process.

II. Again, the example of the hydro-electric power plants on the Saint Lawrence River show how the the Canadian and United States governments have worked together. What does this tell you about the relationship between the United States and Canada?

PRAIRIE PROVINCES

I. On a large map of Canada trace the major rivers from the source to the mouth to gain a better under standing of what the continental divide is.

II. Use various reference materials to learn about the step by step process of bread making; start with the wheat field.

III. Using reference materials, compare the wheat producing areas of Canada to those of the United States. Some of the questions you could consider are:
- a. How is the land similar in both countries:
- b. How does the climate compare?
- c. How does the size of the farms compare?
- d. Is the harvesting process the same?

IV. Using the large map that shows the location of oil and gas fields, and other reference material, see if you can answer the following:
- a. Why are pipelines used instead of other methods to transport oil?
- b. Refineries in the Prairies serve mainly their own region. Why do you think that the refineries are located close to the areas they are needed?
- c. How does the route of the petroleum pipeline differ from the route of the natural gas pipeline?
- d. Why do you think part of the Canadian petroleum pipeline was laid through the United States rather than through Northern Ontario?

PRAIRIE PROVINCES - THE WHEAT INDUSTRY

PRAIRIE PROVINCES - THE WHEAT INDUSTRY

The wheat industry in Canada is similar to the industry in the United States. There are many large farms that are cared for by large, fast-moving machines. Because of the climate, scientists have developed special types of wheat that grow in cooler climates. Farmers, even on these large farms, use crop-rotation so that part of the land "rests" every year.

Using reference materials, write short answers to the following questions about the wheat industry:

I. What time of year is a crop planted?
II. How and by what is the crop fertilized?
III. How does the relief of the prairies help the wheat industry?
IV. What happens to the wheat fiber after it is harvested?
V. Farmers of the prairies grow more wheat than they can use on the Prairies or even in Canada, so most of it is exported to countries all over the world. Pretend you are a wheat exporter. List the Canadian ports through which you would export wheat on the dates given. You will need a map of the export routes and a globe to help you. Remember... bulk cargoes such as wheat are more expensive by rail than by ship.

Date of export	Canadian wheat ports: Churchill, Montreal, Halifax, or Vancouver	Importing country and port
November 1		England, Liverpool
January 1		Japan, Yokohama
September 15		U.S.S.R., Odessa
March 28		China, Shanghai

BRITISH COLUMBIA - CANADIAN WILDLIFE

Unfortunately, the clearing of much of the forest land and the unrestricted hunting and shooting in the past have led to the needless slaughter of wildlife and the extinction of many species (like the passenger pigeon.) Men cannot do anything to replace a species that is extinct, but, by game conservation, they can hope to save others.

The following is a list of several suggestions that may be worked on as a small group or an individual project.

I. Discover the names of any Canadian wildlife that are in danger of becoming extinct. What efforts are being made to preserve these birds or animals?

II. Find information about extinct and almost extinct birds and animals in other countries. What efforts are being made to save these species?

III. What laws have been passed in British Columbia for the preservation of wildlife?

IV. What ways can YOU help to preserve wildlife? Your local Field Naturalist Club or the Audubon Society will be happy to help you.

V. Collect as many pictures as you can that illustrate the animals in Canada.

BRITISH COLUMBIA - NATIONAL PARKS

For many years, the national parks in Canada have provided places for recreation and beauty. Canadians are lucky to have such vast forest and lake areas where they can camp, fish, hunt and ski. Many families have a second home which they use in the summer, but more and more people are going north for the winter sports.

Large areas of forest land have been set aside as Federal or Provincial Parks. These areas have served as a safe home for many animals. Because of the National Parks system, the land will be protected for future generations to enjoy.

From the following list of National Parks in British Columbia, choose TWO and fill in the chart below:

- Pacific Rim National Park
- Mount Revalstoke National Park
- Glacier National Park
- Yoho National Park
- Kootenay National Park

NATIONAL PARKS IN BRITISH COLUMBIA - continued

PARK		
Where is the park located?		
When was the park established?		
List several things that you would hope to see or do while you were visiting the park.		

BRITISH COLUMBIA - SALMON IS KING

Fishing for salmon is both an industry and a sport. Twenty thousand fishermen and workers in fishing industries such as canning and freezing plants make their living from it. In addition, as many as 100,000 sportsmen fish the protected waters of the coastal region. The chief occupation of the men of the Kingcome Inlet is salmon fishing. Every fall the salmon swim upstream to the inlets returning to the fresh-water streams where they were born. The fishermen try to catch the fish on their way to the spawning grounds. They take their boats to the mouth of the river at the inlet and drop the gillnets into the water. The gills of the fish get caught in these nets and the men pull the nets and the fish back into the boat.

I. Locate the area of the Kingcome Inlet on a map of British Columbia. What other inlets, other than their own, are the men of Kingcome Inlet likely to fish?

II. How does the equipment of the sport fisherman differ from that of a commercial fisherman?

III. Fishery officers regularly check to make sure that enough salmon get to the spawning grounds. If necessary, they may halt fishing for several days or several weeks. Why is this necessary?

IV. Visit a supermarket near you and look for different kinds of salmon on the shelf.
  a. How many can you find?
  b. Where do they come from?
  c. What city is most frequently mentioned on the can?
  d. What is the most expensive variety?

YUKON AND N.W. TERRITORIES

I. Introduce Eskimos and their way of life in the northern regions of Canada. Some of the questions you may wish to use:
  a. List all the ways you can find in which the old and the new Eskimo way of living is different.
  b. How do schools, employment for wages, and hospitals affect the old way of life?
  c. Discuss whether the Eskimos have gained more or lost more by their contact with the white man.

II. Using sugar cubes, have the students build an igloo. You may wish to explore the answers to the following questions before beginning:
  a. Why is the igloo designed the way it is?
  b. What purpose does the entry way serve?
  c. Was the igloo used all year round? Explain.

III. Imagine that you are going to explore the mountainous regions of the north. What might be some of the problems that you should be prepared to face? What equipment would you take with you?

Evaluation:

Students can be evaluated on the execution of the suggested learning activities.

GEOGRAPHY OF CANADA: A PERSPECTIVE

Contributing Teacher Roger P. Dube
Fitchburg High School
Fitchburg, Massachusetts

Target Audience: High school students (May be adapted for elementary school by modifying the vocabulary. The content, activities, and film strips remain the same.)

Time Frame: Flexible. The teacher may want to go quickly through this unit completing it in one week or, he/she may proceed more slowly thereby using more time.

Goal: To introduce the student to the regional differences and national uniqueness of Canada's geography.

Objectives:

To recognize the salient features of Canadian geography;
To identify how the geography differs among each of the ten provinces thus contributing to their individual and distinct evolution;
To distinguish between different elements of geography while learning new geographical terms unfamiliar to the American students.

Resources:

-- Physical map of Canada with regions numbered
-- Political map of Canada with provincial boundaries
-- Access to atlas and sourcebooks about Canada
-- Regional maps of Canada
-- Required Materials and Reading
    a. Canada Past and Present, John Saywell, 1975, pp. 5-10.
    b. A set of 6 filmstrips on geography prepared by the National Film Board of Canada.
-- Suggested Reading and Films:
    a. Canada Handbook, Information Division Statistics Canada, 1978, pp. 1-17, (High School/College level)
    b. Facts on Canada, published by the authority of the Secretary of State for External Affairs, Ottawa, Canada, 1975, pp. 1-11, (High School/College level)

c. 16mm film, Who Owns the Sea, which must be borrowed from the Canadian Consulate of Boston, 500 Boylston Street, Boston, MA 02116.
d. Teaching Canada, A Bibliography, by William McAndrew and Peter Elliott, 102 pages. This booklet is for teachers planning a curriculum in the teaching of Canada. The book covers elementary (grades 1-8) and secondary (9-12) schools. Teaching aids and audio-visual materials as well as prepared source materials are listed.
e. (Elementary level) - Interesting stories and tales by Farley Mowat such as The Boat Who Wouldn't Float, The Curse of the Viking Grave, Lost in the Barrens, etc.

Rationale: Most Americans know very little about Canada. In history, we learn about fur trappers, the French and Indian War, and perhaps the Northwest Mounted Police (RCMP). In geography class, we learn that Canada is our northern neighbor with lots of snow and that it is very cold in winter. Occasionally, we hear about the "Montreal Express" and the "Canadian High" on television during the evening news and weather.

Yet Canada is too important to be ignored or taken for granted. It is the United States' greatest trading partner and most secure ally. On the surface, Canada appears to be very much like the United States but any visitor to Canada becomes aware of the differences. He senses differences not only from his country but also among Canada's own ten provinces, e.g., Quebec's French-speaking culture or Nova Scotia with its distinct British flavor.

The following learning unit aims at focusing, rather too quickly, we fear, on Canada's geography. We wish to use this as an overall introduction to a series of studies on such topics as Canada's history, government, education, the French question-Quebec, Acadian culture and folklore, foods, arts and music, and literature.

I. The Nation

Learning Activities

A. Write a list of free association words that come to mind when the word "Canada" is mentioned. Return to the list at the end of this unit and compare a second list made at that time.
B. Look at and discuss filmstrip: An Introduction to Canada's Geography.
C. Look at and discuss the overall map of Canada

By completing the above activities, you have familiarized yourself with the general appearance of the land mass which we call Canada.

There are ten (10) Provinces in Canada and two (2) Territories: British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, Newfoundland, New Brunswick, Nova Scotia, Prince Edward Island; the Yukon and Northwest Territories. On the map you have just seen, you will also notice the capitals of each province with Ottawa being the capital of the entire country.

(Note: As new geographical terms appear, they will be underlined and a definition given at the end of this unit)

Canada is almost 10 million square kilometers (over 3.8 million miles square) in area. It is the second largest country in the world, covering nearly half the North American continent. Since much of its land mass is north of 49° latitude, much being tundra, then the persistence of cold in Canada dominates our image of it. There are six major geographical regions (please refer to appropriate charts as each is discussed in length later in this unit):

a. Maritime or Appalachian region in the east includes the Atlantic Provinces and part of southeastern Quebec. It consists of rounded hills and undulating plains.

Activity: look at filmstrip The Atlantic Region and discuss.

Activity: at end of all six regions, form six small groups responsible each for one region, then become a resource and an advocate for that region to the entire "confederation" or class.

b. The St. Lawrence Lowlands are an area of fertile, low-lying land bordering the Great Lakes and St. Lawrence River in southern Quebec and Ontario.

Activity: look at filmstrip Southern Ontario and the St. Lawrence Lowlands and discuss.

c. The Canadian Shield is an area of very ancient rock covering about 4.6 million kilometers (about 1.8 million square miles) centered on Hudson Bay, extending west and north from the Atlantic Ocean to the Arctic Ocean. It is a region of rounded hills, numerous lakes and muskeg (swamp). The Shield contains a wealth of minerals.

Activity: look at filmstrip The Canadian Shield and discuss

d. The Interior Plains extend from the Gulf of Mexico to the Arctic Ocean. In Canada, the Shield forms their eastern limit and the Cordilleran region their western limit. In the southern part of the Prairie Provinces, the Plains are unforested and are devoted largely to a grain-growing economy. North of the Prairie Provinces, the Plains are forested. The rocks of the Interior Plains contain very important deposits of oil, gas, and potash.

Activity: look at filmstrip The Interior Plains and discuss

e. The Cordilleran region is a strip of mountainous terrain about 500 miles (806.4 kilometers) wide that includes most of British Columbia, the Yukon and part of western Alberta. The Canadian Rockies and the MacKenzie Mountains form its eastern ranges; in the west are the St. Elias and Coast ranges. Between these mountainous areas are rugged plateaux.

Activity: look at filmstrip The Western Mountain Region and discuss.

f. The Artic Islands and Northwest Territories or the Northern Region is found between 60° and 80° latitude. It is a region of extreme cold, tundras, and Inuits. Much of the area remains unexplored and Canadians consider this region fertile in resources under the ice pack. Hydro-electric resources, oil, gas, etc. are attracting scientists from Canada, the U.S., Russia, and Finland. Much research is now being done in this area.

Activity: You have seen all six filmstrips; form six small groups, each being responsible for one region, thereby becoming a resource and an advocate for that region to the class.

D. Summary and review

The geography of Canada is probably the first thing that impresses anyone beginning to learn about the country. Canada borders three oceans, has two major mountain ranges within its borders, more fresh water than anywhere else in the world, almost limitless forests, unexplored regions in the Arctic, and prairies that stretch to the horizon. There are deserts and rain forests, tundra wastelands, and productive farmlands. The scale and variety of Canadian geography is indeed impressive.

Once these activities have been completed, you should understand the variety of Canadian landscape. You should be able to draw from memory a map of all of Canada or of one of its provinces indicating its major assets and resources.

Activity: the physical geography of Canada has played a major role in the history and economic development of the country. Find the number on Map B that corresponds to the following topographical labels: The Canadian Shield, the Rocky Mtns., the Prairie, the St. Lawrence Valley, the Applachian or Laurentian Mtns., the Arctic, the Cordilleran Region. Use any sources available to you: maps, globes, geography textbooks, etc.

Activity: Canada is divided into ten Provinces and two Territories, each with its own capital. There is also a capital for the entire country. On Map C. label each of the Provinces and Territories and write in the capital next to the location provided.

Activity: On a blank sheet of paper with all notes aside, write the definitions to the following terms: tundra, permafrost, Canadian Shield, cordillera, Maritime Provinces, the Prairies, territory.

II. The Provinces:

ATLANTIC PROVINCES

The combined area of the Atlantic Provinces--and Prince Edward Island-- is 539,103 square kilometers (208,148 square miles), 5.5% of the total area of Canada.

a. Newfoundland: Area: 404,519 square kilometers (156,185 square miles)
Population: 541,000
Capital: St. John's

The island of Newfoundland is a continuation of the Appalachian Highlands. The island's surface dips generally east and northeast, with rugged coasts in the south and east, fringed with islets. Fresh water covers about 34,032 square kilometers (about 13,140 square miles) of the province.

The temperature is moderate, with frequent high winds. Precipitation is heavy and nearly constant, with rain or snow on an average of 207 days a year at St. John's. Yearly average rainfall = 45-55 in.

Fish, particularly cod, is Newfoundland's best-known resource. Off the coast of Newfoundland lies the world's most extensive fishing ground, the Continental Shelf.

There are an estimated 54,616 kilometers (33,862 miles) of productive forest land, mainly on the island, which support a thriving pulp and paper industry.

Large deposits of iron ore and many other minerals are found in this province, as well as vast water-power resources. Newfoundland's soil suffers from acidity and most of it is rocky. .05% of the land is farmland.

b. Nova Scotia: Area: 55,490 square kilometers (21,425 square miles)
Population: 811,000
Capital: Halifax

The coast is bold and rugged, with excellent harbors. There are many rivers and lakes. Moderate climate -- oceanic influences on the prevailing west and northwest winds from the continent. Average rainfall = 50 inches.

Coal is the most important mineral resource. Also, gypsum, barite and salt.

Forests cover 80% of the province. 17% of the electricity for the province comes from its water power in Nova Scotia. There exists much fish and its related industries.

Annapolis Valley is noted for its vast apple orchards. 14% of the land is farmland.

c. New Brunswick: Area: 73,436 square kilometers
(28,354 square miles)
Population: 660,000
Capital: Fredericton

New Brunswick has low, rounded hills and rolling uplands of moderate altitude. In the south and east, the land lies close to sea level; in the north and west it rises in places to over .76 kilometers (2,500 ft.). Much of the soil is rocky, and arable land is scarce. There are many rivers. St. John's is an ice-free port. Precipitation, about 44 inches a year. Temperature and climate are temperate near the sea, continental on the interior with intense heat and cold. Manufacturing is its principal production with construction following.

Forests cover 86% of the province. Other resources include mining, electric power and fishing.

d. Prince Edward Island: Area: 5,656 square kilometers 2,184 sq. miles)
Population: 116,000
Capital: Charlottetown

The crescent-shaped island is 145 miles long and from three to thirty-five miles wide. Highest evevation, 450 feet (137 meters) above sea level.

The island is sheltered from the Atlantic by Nova Scotia and Newfoundland. Average rainfall = 43 inches. 66% of the province is occupied farmland. Potato-growing and dairying are the main agricultural activities.

The fishing industry suffers from the lack of harbor facilities. Tourists provide a substantial income.

CENTRAL PROVINCES

This region includes the historical districts of Upper Canada and Lower Canada and represents about 24% of the total area of Canada.

a. Quebec: Area: 1,540,688 square kilometers
(594,860 square miles)
Population: 6,124,000
Capital: Quebec City

There are three geological regions:
1. St. Lawrence Lowlands, which contains most of the populated area, industrial centers and fertile farmland.
2. The Appalachian Region extends along the St. Lawrence and includes the Gaspe Peninsula. Dairy farming and forestry present.
3. The Canadian Shield covers 4/5 of the province forming an arc around Hudson Bay. Its area is 1,217,301 square kilometers (470,000 square miles) most of which is rocky and covered with coniferous forest.

There are no great elevations, though the Laurentians, a division of the Canadian Shield north of the St. Lawrence, rise to .91 kilometers (3,000 feet). There are 183,890 square kilometers (71,000 square miles) of water. The St. Lawrence River is a major inland waterway, and the life of the province is concentrated along its banks. Many rivers and lakes The climate is varied. About 40 inches of precipitation yearly is normal in the St. Lawrence Valley to about 15 inches in the North.

Primary industry - mining. Iron in central Quebec, copper in the Gaspe, and asbestos in the Eastern Townships.

Hydro-electric power ranks second. However, there is more potential in this area than in any other province and promises to be of major imporance with the development of the Hudson Bay Project beginning in late 1979 and in complete operation by 1985.

Quebec's forests provide 36% of Canada's pulp and 35% of its paper production.

Agriculture has declined in recent years, with increased industrial development.

b. Ontario: Area: 1,068,588 square kilometers
(412,582 square miles)
Population: 8,067,000
Capital: Toronto

Northern Ontario, rocky forested country lying within the Canadian Shield. There are patches of land suitable for cultivation, consisting of clay soil mixed with sand. A third of southern Ontario lies within the Shield, the rest of the region lies within land of limestone and shale, and the soil is of excellent arable quality.

Continental climate, with a great variation in temperature. Ontario has over 427,350 square kilometers (165,000 square miles) of productive forests

The province contains Canada's richest farmland. Mining is also of great significance. Electric power is a prime factor in the province's development. World's largest nuclear power stations at Pickering, generating 2.2 million kilowatts.

PRAIRIE PROVINCES

They cover 1,963,222 square kilometers (758,000 square miles), or about 20% of Canada's area. The greater part of the three provinces consists of the Interior Plains, which are covered with grass in the south and wooded in the north. The Precambrian Shield, a rocky expanse dotted with rivers, forests and muskeg, covers much of northern Manitoba and Saskatchewan. Western Alberta lies in the foothills and eastern ranges of the Rocky Mountains

a. Manitoba: Area: 650,091 square kilometers
(251,000 square miles)
Population: 1,008,000
Capital: Winnipeg

Limited elevation, highest point is .83 kilometers (2,729 feet). Freshwater area is 101,593 square kilometers (39,225 square miles). The northern 3/5 of the province lies in the Precambrian Shield. Continental extremes in temperature. Precipitation is about 18 inches a year.

The primary resource is land -- field crops of wheat, barley, flaxseed and oats. Farm products, also.

About 49% of the province is forested, and nearly half this area produces marketable timber. Rich mineral deposits, nickel and copper.

b. Saskatchewan: Area: 651,904 square kilometers
(251,700 square miles)
Population: 907,000
Capital: Regina

The northern third of this province lies within the Precambrian Shield. The southern part is a rolling plain. Freshwater area, 81,632 square kilometers (31,518 square miles).

As in Manitoba, the climate is continental; extremes of 100°F. to -50°F. are not uncommon. Annual precipitation about 15 inches, half of it during summer.

Land is the main resource. Over 46% of the land is tillable; almost 13 million acreas are planted to wheat.

There are valuable mineral deposits, oil being the principal product.

A prosperous potash industry has recently been established.

c. Alberta: Area: 661,189 square kilometers
(255,285 square miles)
Population: 1,709,000
Capital: Edmonton

The northern half of this province has many rivers, lakes, forests and a broad expanse of prairie country. The southern half contains fertile wheatland and rolling park-like terrain, as well as the mountainous region that forms part of the Rockies and their foothills.

The average yearly precipitation is 15-20 inches. The warm Chinook wind from the southwest can cause the temperature to rise as much as 80° in a single day, turning snow to vapor.

Little water-power, but much oil, natural gas and coal. Alberta produces 75% of Canada's oil and 8% of its gas, with about 46% of the country's native coal.

Next important industry, agriculture. 30% of the province is farmland that supports large crops of wheat and huge herds of livestock.

Forests cover 60% of its land area.

BRITISH COLUMBIA AND THE TERRITORIES

Bordering the Pacific Ocean and Alaksa, these far western lands include 45% of the total area of Canada.

a. British Columbia: Area: 948,601 square kilometers
(366,255 square miles)
Population: 2,384,000
Capital: Victoria

Most of this province contains mountains and plateaux. The Rockies in the east and Coast Mountains in the west traverse the province from south to north. There are some narrow valleys in the south where agriculture thrives.

The winds from the Pacific Ocean are warmed by the Japanese Current. Rainfall, 10-115 inches -- heavy on the coast in the winter.

Over 73% of British Columbia is forested, almost 4/5 of it produces marketable timber. This province is Canada's largest producer of timber and has a sizeable pulp and paper industry.

Relatively little cultivable land but dairying and fruit farming are important.

Fish is a valuable resource, and ranks first in Canada in value of its catch.

Mineral production is third among the provinces. Zinc, copper, oil, coal, molybdenum, natural gas and lead.

b. The Yukon: Area: 536,327 square kilometers
(207,076 square miles)
Population: 19,000
Capital: Whitehorse

This territory consists of elevated plateaux and mountains lying in the Cordilleran range. Highest peak, Mount Logan (19,850 feet) is also Canada's highest.

Temperatures vary widely, owing to the influence of the relatively warm Pacific Ocean and the cold Arctic Ocean. Extremes of -81°F and 95°F have been recorded. Yet, the mean monthly temperature ranges in January from -18°F to 0°F, and in July from 57° to 60°F. Low precipitation averaging 10-17 inches yearly.

Minerals provide most of the territory's income. Zinc, asbestos, silver and copper.

There is also a substantial fur crop.

Water power potential is great.

c. Northwest Territories: Area: 3,379,702 square
kilometers (1,304,903
square miles)
Population: 38,000
Capital: Yellowknife

The Northwest Territories cover more than a third of all of Canada, and include the Arctic archipelago. Much of the region is low-lying but, in the northern Arctic islands, the land rises above (8,500 feet. There are over 132,090 sq. kilometers (51,000 square miles) of fresh water in these territories, including the MacKenzie River and Great Bear and Great Slave Lakes. There exist vast expanses of muskeg and, north of the treeline, of barren tundra.

Summers are often warm below the treeline; northern climate is arctic. Winters remain extremely cold but snowfall is relatively light.

Minerals are the chief resource, and include zinc, lead, gold, silver and oil.

Furs, fish and forests also produce considerable income.

Summary and review

By looking at the particular provinces and territories in Canada, you have been exposed to the striking differences, particular industries and products of each region and province, and to an overall impression that Canada spans the entire range of natural resources and geographical extremes.

Once you have completed this section you should have learned of the greatness and potential of a country that unites many different regions and natural resources into an expanding nation and an ever-growing economy.

Activity: Go back to each individual map of the regions and fit them into the larger map of Canada (Map A). Notice that the geographical position affects products and that it helps form the differences in outlook and way of life in the people of each region.

Activity: Form small groups of no more than 5 students to discuss for 15-20 minutes the above activity you completed individually. Share your thoughts and what you may have learned with your classmates. Then, return to the larger group where the teacher must then process the information collected from or developed in each group. There should be a spokesperson for each group to the larger group.

Activity: Please answer the following questions

1. What are each Province's major sources of industry and natural resources?
2. Which Provinces are mainly affected by the St. Lawrence River? How?
3. How are the six major geographical regions different from one another?
4. Which Province of Canada may be generally compared to Pennsylvania as to mining and mineral resources? Only one?
5. Which Province(s) of Canada may be similar to those of our "wheat-belt"?

6. Which Province has major plans underway to develop its hydro-electric resources to serve the entire east coast of Canada, thereby supplying 49% of Canada's energy needs by the mid 1980's?

By comparison, the U.S. uses hydroelectric power for 14% of its energy needs.

Activity: Show the 16mm film, Who Owns the Sea, and follow with a group discussion thereof. The film is approximately 20 minutes in length.

Activity: Write a free association word list when you think of the word "Canada". Compare this list to the one you made at the beginning of this unit. How do they compare? Comment and discuss in class.

Activity: Draw from memory a map of all of Canada, adding the capitals, if you can. Also, draw a map of any of Canada's provinces or territories indicating its major assets and resources.

Activity: I would like to exhort all students to come up with activities of their own which they think will add to their knowledge of the geography of Canada. These activities may include the watching of television specials, news broadcasts, outside readings done on your own, information gathered in other classrooms or disciplines. You may want to pursue the political geography of Canada, or the study of demography, migrations, or global geography. Learning will be fun to continue on your own.

III. Glossary of Terms:

Appalachian - Mountain system in eastern North America, extending from southern Quebec to northern Alaska, about 2,419 kilometers (c. 1,500 miles). Highest peak, Mount Mitchell.

Archipelago - A sea or other expanse of water having many scattered islands.

Atlantic Provinces - Canadian eastern provinces; include Newfoundland, Nova Scotia, New Brunswick, Prince Edward Island. (See: Province)

Continental Shelf - Shallow submarine (under water) plain of varying width forming a border to a continent and typically ending in a steep slope to the oceanic abyss.

Cordillera(n) - A system or chain of mountains; the principal mountain range of a continent. Found in western Canada and the Yukon.

Inuit - The term used today to designate all Indians who reside in the Arctic. For the Inuit, the term "Eskimo" is derogatory.

Land Mass - A very large area of land; a continent

Latitude - Angular distance, measured in degrees, north or south from the equator.

Laurentian - Of or relating to the St. Lawrence River; also, mountain range in southern Quebec, extending along the St. Lawrence River Valley; Laurentian Plateau = Canadian Shield.

Longitude - The distance east to west on the earth's surface, measured as an arc of the equator (in degrees up to 180°).

Maritime Provinces - A term used synonymously with "Atlantic Provinces". Technically, however, Newfoundland is omitted from the list for "Maritime Provinces". Thus, you have only New Brunswick, Nova Scotia and Prince Edward Island.

Muskeg - "Swamp"; a kind of bog or marsh containing thick layers of decaying vegetable matter, mosses, etc., found especially in Canada and Alaska and often overgrown with moss.

Permafrost - Permanently frozen subsoil.

Interior Plains - An area of land in Canada which is covered with grass in the south and wooded in the north; consists mainly of the three Prairie Provinces in land area.

Plateau - A usually extensive land area (can be undersea) having a relatively level surface raised sharply above adjacent ground on at least one side.

Prairie Provinces - The Provinces of Canada which comprise Manitoba, Alberta and Saskatchewan. They are especially known for their crops and minerals.

Province: An administrative district or division of a country, of less rank than a region. It is organized and administered differently than a territory. It is closely related to a "State" in the U.S. but possesses much more independence and autonomy from the federal government than in our country.

Shield (Canadian) - An area of about 5,180,005 million square kilometers (about 2 million square miles) consisting largely of minerals and large deposits of copper, gold and iron ore. It occupies most of eastern and central Canada.

Shield (Precambrian) - Of or relating to rocks that date, to a time in geological terms, before the Cambrian Period (Paleozoic).

Topographical - The science of drawing on maps and charts or otherwise representing the surface features of a region.

Territory - A geographical area (as a colonial possession) belonging to or under the jurisdiction of a governmental authority, i.e. dependent upon an external government but having some degree of autonomy. There are two such areas in Canada -- the Northwest Territories and the Yukon.

Tundra - Any of the vast, nearly level, treeless plains of the arctic regions.

Undulating - To cause to move in waves.

(Note: Most of the above definitions were taken from: Webster's New World Dictionary of the American Language 2nd edition, 1978, and , Webster's New Collegiate Dictionary, 1977 edition.)

IV. SUMMARY:

After having completed this unit, we hope you will have learned about the geography of Canada, learned the remarkable differences of the Provinces, and learned that our neighbor to the north is indeed a great neighbor.

We also hope that you have realized we deliberately avoided presenting you with hundreds of facts and figures which are a part of geography. Thus, we have omitted (and you may want to study these areas on your own) demography, migrations, urbanization, global geography, satellite geography, etc.

In addition, we have consciously broken up your study of Canada by introducing filmstrips, slides, 16mm movies, and varied activities. Some of these activities included team and group discussions in order to bring the entire class into the learning process. It is understood and desired that you may want to develop other activities to make your study more meaningful to you.

Finally, we are indebted to the Canadian government for allowing us easy access to sources of materials and for supplying us with materials. In particular, we wish to thank Ms. Sandra Clark of the Canadian Embassy in Washington, D.C.

V. SOURCES USED TO PREPARE UNIT:

Canada Past and Present, John Saywell; Clarke, Irwin & Co., Limited, Toronto, 1975, 80 pages.
Facts on Canada, published by the Canadian Government, 1975, 48 pages.
Canada Handbook, published by the Canadian Government, 1978, 376 pages.
National Film Board of Canada, 16th floor, 1251 Avenue of the Americas, New York, N.Y., 10020.
Teaching Canada, A Bibliography, William McAndrew and Peter Elliott, published for the New England-Atlantic Provinces-Quebec Center at the University of Maine at Orono, 04469, 102 pages.
LAP series, developed by the University of Maine at Orono. These booklets on many subjects pertaining to Canada may be found at Canada House and Fogler Library, University of Maine at Orono. Our unit is modeled on this series.

EVALUATION by students:

Please rate your learning from this unit on a scale of 1 to 5 in ascending order (1-poor, 2-needs improvement, 3- good, 4- very good, 5- excellent):

A. Your opinions

1 2 3 4 5 -- your attitude toward Canada.

1 2 3 4 5 -- your desire to learn more about Canada.

1 2 3 4 5 -- your desire to learn more about the geography of Canada.

1 2 3 4 5 -- your enthusiasm for the subject.

1 2 3 4 5 -- your feeling about sharing and learning in a small group discussion.

1 2 3 4 5 -- your feeling about sharing and learning in a large group discussion.

B. Your knowledge

1 2 3 4 5 -- the learning of new geographical terms.

1 2 3 4 5 -- the learning of capitals.

1 2 3 4 5 -- the learning of provincial resources.

1 2 3 4 5 -- the learning of inter-provincial differences.

1 2 3 4 5 -- the learning of Canada's size and mass.

1 2 3 4 5 -- the learning of the salient features of Canadian geography.

1 2 3 4 5 -- the learning from drawing a map of all of Canada from memory.

C. Your skills

1 2 3 4 5 -- the ability to draw a map and learn from it.

1 2 3 4 5 -- the recall of definitions.

1 2 3 4 5 -- the labelling of maps.

1 2 3 4 5 -- the ability to watch intelligently and share information from your study.

D. What did you think of:

1 2 3 4 5 -- the filmstrips used?

1 2 3 4 5 -- the books used in class?

1 2 3 4 5 -- the group discussions in class?

1 2 3 4 5 -- the free association exercise before and after?

1 2 3 4 5 -- the use of maps?

1 2 3 4 5 -- the 16mm film *Who Owns the Sea*?

THE CANADIAN POLITICAL SYSTEM - A COMPARISON WITH ITS AMERICAN COUNTERPART

Contributing Teacher: Brian Nelligan
Essex Junction High School
Essex Junction, Vermont 05452

Target Audience: Seniors who have already studied American History and American Government

Time Frame: 25 days at 52 min/day

Goal: To help the students understand the workings of the Parliamentary System in Canada, compared with the American system. Concepts to be developed include:

A. Evolution-The Canadian System of Government evolved from British Parliamentary practice.
B. Adaptation-Canada was influenced by many factors, including economic, geographical, social and cultural to form a federal system of government in North America, thus borrowing from the American experience.
C. Difference-Both Canadian and American Systems have important differences but both types of government exist to serve the individual. Weaknesses in one system of government might be strengths in another.

Objectives:

A. Skills:
  1. to compare and analyze the various branches of both governments with one another
  2. to research the historical development of the Parliamentary System
  3. to identify the potential strengths and weaknesses within each system
  4. to present orally the major themes of the historical development of the Canadian System of government
  5. to explain the functions of Parliament
B. Values:
  1. to understand that governments function best when there is an enlightened citizenry to participate
  2. to appreciate one's own form of government through comparison with other democratic forms

3. to recognize how the actions of a country are influenced by the political system of that nation

C. Knowledge:
1. to understand the workings of the Parliamentary System of government
2. to know how and why this system came into existence
3. to understand the extent of American and British influence on that system
4. to understand the roles of various leaders in the development of Canada's political history.

Resources and/or Equipment Required:

A. In this area, only current newspaper and magazine articles are duplicated and distributed to the students. These are used to illustrate current problems in Canadian Government.

B. Texts:

Baker, Walter, House of Commons: A Viewer's Guide to Ottawa.

Bonenfant, Jean Charles, The French Canadians and the Birth of Confederation. Canadian Historical Association, Ottawa.

Canada Today, Canadian Federal Election, Feb. 18, 1980. Canadian Embassy, Washington, D.C.

Close Up, Perspectives, Master Print, United States.

Creighton, D.G., Dominion of the North. MacMillan Company, Toronto.

Hopkins, E. Russell, How Parliament Works. Information Canada, Ottawa.

House of Commons Seating Chart, Senate Seating Chart

Lawson, W.J., The Canadian Constitution, Information Canada, Publishing Centre, Supplies and Service. Ottawa, Canada.

Saywell, and Ricker, How are we Governed? Clarke Irwin Company. Vancouver.

Underhill, R.H., Canadian Political Parties. Canadian Historical Assocation.

All of the above are required reading for the five weeks.

Naturally, not all texts are read in their entirety, but students are assigned specific chapters and are encouraged to utilize the materials for both debate and research purposes.

C. Teacher Reference Books:

Creighton, Donald, The Old Chieftain, MacMillan, Canada.

Dawson, T. MacGregor, Government of Canada, University of Toronto Press.

Lamb, W. Kaye, MacKenzie King, His Life and World. McGraw Hill Ryerson.

Newman, Peter C., The Distemper of Our Times. McClelland and Stewart.

Trudeau, P.E. Federalism and the French Canadians. Macmillan of Canada.

The above are some useful reference books which can be used by the teacher in connection with this unit.

D. Audio-Visual Materials:

The Buildings Already Begun, 17 min., National Board of Canada.

John A. MacDonald - The Impossible Idea

The Canadian Electoral System

Ottawa-Reflections of a Nation

The Champions

E. Other Disciplines:

The Foreign Language Department aids in interpreting French language newspapers for students.

F. Community People -

G. Out of School Community Resources - Canadian Studies Program, University of Vermont.

Learning Activities;

Classes:	a)	evolution of Parliament- an overview	.....2 classes
	b)	adaptation of the British System to Canada	. . .1 class
	c)	influence of the U.S.	. . .2 classes
	d)	comparison of House of Commons and House of Representatives	. . . 2 classes
	e)	comparison of U.S. & Canadian Senates	. . . . 1 class
	f)	the Queen & Gov. Gen.	. . 1 class
	g)	federalism in Canada and U.S.	. . . . 2 classes
	h)	provincial gov't and state governments	. . . . 1 class
	i)	the judicial systems in Canada and U.S.	. . . . 1 class
	j)	trip to Ottawa	. . . . 2 days
	k)	student reports	. . . . 2 classes

Learning Activities - continued

The classes are planned so that lecture time will be the greatest in the first three classes. After this, lecture time is cut by more than half and students are encouraged to take part in discussions based on the readings which have been assigned. Fourteen classes are provided for in the outline; in addition to this there are three extra classes for film material, one class for a Model Parliament, and two full days provided for a trip to Ottawa to study the Parliamentary System. Testing and evaluation of the unit and of the class trip involves another three periods of class time.

The trip to Ottawa occurs toward the end of the unit and is an opportunity for the student to learn first hand much of what has been studied in class. Experience has shown that a well-prepared class will leave Ottawa with more questions to ask than were answered by the trip. Canadian politicians have been exceptionally good about explaining the Parliamentary System of Government and in helping students understand by making comparisons with the United States System of Government. Students keep a written record of their impressions and activities while in Ottawa. (See last page for sample itinery of Ottawa trip.)

Vocabulary:

Privy Council
Senate
House of Lords
Prime Minister
federal system
Ques. & Ans. Period
Deputy Minister
Lt. Governor
Treasury Board
Majority Whip
Progressive Conserv.
Social Credit
Primus inter pares
ministerial respons.
ultra vires
House leader
parliamentary procedure
Committee of Ways and Means
Committee of the Whole House
British North America Act
witan
cabinet
Parliament
Speaker
province
House of Commons
Queen
Premier
Auditor General
Minority Whip
Liberal
constituency
Dominion
dissolution
speech from the Throne
Gentleman Usher of the Black Rod
curia regis
order-in-council
Minister
Seargeant-at-arms
no-confidence motion
Crown
Governor General
External Affairs
Hansard
Party discipline
New Dem. Party
Supreme Court
Committee of Supply
prorogation

OTTAWA TRIP, April 24 & 25, 1980

Thursday, April 24	6:30 a.m.	Bus leaves Essex Junction
	8:30 a.m.	Arrival in Montreal - 20 min. rest stop
	11:30 a.m.	Arrival in Ottawa - stop at Laurier House
	12:15 p.m.	Leave Laurier House; go to hotel; have lunch
	1:45 p.,.	Arrival on Parliament Hill for Speaker's Parade
	2:00 p.m.	Attend Question and Answer period in House of Commons
	3:00 p.m.	Attend afternoon session of Senate
	3:30 p.m.	Meet with Joe Clark
	4:00 p.m.	Walk to Supreme Court for mini-lecture by law clerk
	5:00 p.m.	Return to hotel-relax and change for dinner
	6:00 p.m.	Dinner
	7:00 p.m.	Walking tour of Ottawa
	8:00 p.m.	Attend night session of the House of Commons
	9:00 p.m.	Visit National Art Gallery
	10:30 p.m.	Lights out
Friday, April 25	7:00 a.m.	Start of another day
	7:45 a.m.	Breakfast
	8:30 a.m.	Check out of hotel
	9:00 a.m.	Tour of Parliament
	10:00 a.m.	Panel discussion with Minority Whip in House of Commons
	11:00 a.m.	Attend morning session of the House of Commons
	12:00	Lunch
	12:30 p.m.	Visit Rideau House-official residence of Gov. General
	1:30 p.m.	Visit Museum of Man and Natural Science
	3:00 p.m.	Visit Museum of Science and Technology
	4:00 p.m.	Leave Ottawa
	6:00 p.m.	Arrive in Montreal for supper
	7:00 p.m.	Leave Montreal
	9:00 p.m.	Arrival in Essex Junction

This trip has been done annually since 1972; each year the classes are able to hear from various Members of Parliament. In 1979, the late John Diefenbaker invited the students into his office for an informal conversation. In 1972, T.C. Douglas, then leader of the N.D.P. addressed the group. Over the years the students have listened to the Speakers of both the Commons and the Senate, the Clerk of the Commons, and some Cabinet members. Reaction to this by the students has been excellent.

Evaluation Procedures

A. Sample of pre-test: True or False:

_____ 1. Canada is ruled directly from England by Queen Elizabeth.
_____ 2. Canada's governmental system is similar to that of the U.S. in that it is federal in nature.
_____ 3. The Canadian and American governments are based on the separation of powers.
_____ 4. The Canadian Parliament is similar to the U.S. Congress.
_____ 5. The Canadian counterpart to a governor is a premier.
_____ 6. Canada does not have a Constitution.
_____ 7. The Prime Minister of Canada is Pierre Trudeau.
_____ 8. The Governor General is the representative of the Queen in Canada.
_____ 9. Canada does not have a Supreme Court.
_____ 10. The Canadian Senate and the U.S. Senate have similar powers.

B. Test: All tests are 50% objective and 50% essay. Thus, a sample test would include twenty multiple-choice questions from the vocabulary. The essay question would be drawn from the material under discussion in class. In all, three class tests are given.

Try out of Unit

This unit was initially attempted in 1972 and has been modified each year since then. Each year, between twenty-five and thirty-five students sign up to study Canada. Since the course is a one semester course only, the five weeks spent on this unit accounts for almost one-third of the course. The reaction to the course by students is enthusiastic. In addition, by 1982, all members of the Social Studies Department at Essex Junction High School will have visited Ottawa on this trip. The Canadian Studies teacher and one faculty member from the Department go on this trip each year. Thus, the trip has an added side benefit in that all faculty members are able to learn about the Canadian System of government.

The trip to Ottawa is financed by the students themselves. However, the school pays for the rental of the bus, leaving the students to pay ten dollars for their hotel rooms and about twenty dollars for their meals. The trip does not appear to be a financial hardship for any of the students.

CANADIAN STUDIES

Contributing Teacher: Susan E. Szachowicz
Social Science Department
Brockton High School
Brockton, Massachusetts

Target Audience: Freshman-Sophomore World History. Unit is for work-study vocational education program emphasizing reading and writing skills. Can be adapted to other ability levels, and other courses.

Time Frame: Four to eight weeks as a unit. Individual sections may be used separately.

Goals: to explore selected Canadian Studies topics, including:

1. Geography
2. Early exploration and settlement
3. Growth of the nation
4. Culture
5. Government
6. French presence
7. Canada's future

Objectives:

In Geography
1. to list and label the provinces and territories
2. to list and label the regions of Canada
3. to serve as a specialist in one of the provinces or territories as chosen by the student

In Early Exploration
1. to identify the founding peoples of Canada and their relationship with each other and with the U.S.
2. to identify specific vocabulary related to the settlement of Canada
3. to describe creatively in writing some aspect of Canadian exploration and settlement

In Growth of the Nation
1. to explain the reasons for the growth of the Canadian population in the 1800's
2. to describe Canadian-American relations in the 1800's
3. to list the steps involved in the formation of the Confederation of Canada

In Culture
1. to identify the Group of Seven in Canadian art
2. to listen to and appreciate some of Canada's music
3. to identify the Inuits and appreciate some of their native crafts
4. to identify Louis Riel and his position in French and Indian cultures

In French Presence
1. to understand the language obstacles present in Quebec
2. to define la survivance and list some historical challenges to it
3. to explain the Quiet Revolution and discuss its impact on Canada as a nation as well as the province of Quebec

In Canada's Future
1. to evaluate the implications of Quebec's independence on Canada
2. to offer alternatives and solutions to this complex issue which would benefit both Quebec and Canada

Rationale:

In many American high school curricula the inclusion of Canadian Studies exists only in the mention of the United States Canadian border incidents if at all. As well as sharing a common border, Canada and the United States share a common language, a heavy volume of trade, and many similar world interests. Our United States and World History classes should reflect our cultural, geographic, and economic interdependence. Students should realize that although the North American continent is perhaps dominated by the United States, Canada has been growing as a power in the crucial areas of energy and natural resources which are vital to the survival of both our nations.

Canada's geography, history, folklore, and government are only a few areas in which the United States and Canada have shared experiences or faced difficulties in our histories, but it is also important not to ignore Canada's presence today. The political problems Canada has recently been experiencing could change Canada's political status and perhaps even affect the economic and political relations with the United States. As well as attempting to explore those essential areas of Canada's development, this unit also includes a discussion of Canada's most recent problems with Quebec's request for special status as a nation with Canada.

This unit, however, is more than an attempt to disseminate content. Central to the education of any student is the development of the student's ability to comprehend what he or she reads and to write coherently. Reading and writing skills serve to develop students' critical thinking ability and therefore a study of Canada based on content alone would not be complete. The lessons and activities have been developed not only to stimulate students' creativity but also to improve the students' ability to write.

A problem with integrating Canadian studies into an already existing curriculum occurs with a shortage of funding and therefore a lack of materials. To answer this present problem this unit is based entirely on materials free to the classroom teacher. By using as a basic text CANADA PAST AND PRESENT by John Saywell, the student is exposed to a brief but rather complete version of Canadian development and a copy of this text for each student will be provided by the Canadian government. Because this text is at a reading level slightly above some high school students, the work-sheets included address not only the content material presented by Saywell, but also attempt to remediate the reading and writing problems encountered by these basic level students. Other materials may be obtained by the National Film Board of Canada and can also be adapted and new materials created by each individual teacher to meet his/her own particular classroom needs.

Resources:

All materials used in this unit are available free to the classroom teacher and copies for each student will usually be provided through your area Canadian Consulate. Some possible suggestions are:

Text -- Canada Past and Present by John Saywell. Toronto: Clarke, Irwin, and Company Ltd., 1975. (copies available through your state Consulate.)

Films -- All films used are available through the Canadian Consulates. For complete listings see the booklet entitled FILM CANADA.

Pamphlets -- Canada Today is a monthly newsletter distributed by the Canadian Embassy. Reprints for each student are available on request.

-- Canada Weekly - a brief weekly newsletter distributed by the Canadian Embassy. Reprints available on request.

Other teaching materials -- Maps, teaching kits, flags, pins, etc., are available for student from the Canadian Embassy. For information on available teaching materials write:

Canadian Embassy
1771 N St., NW
Room 300
Washington, D.C. 20036

Learning activities:

Each of the general objectives includes a variety of suggested activities and lesson plans designed to introduce Canada, improve reading and writing skills, and motivate students with a variety of materials and approaches. All worksheets for Saywell's Canada Past and Present can be found at the end of this unit.

Geography:

Although geographically the second largest country in the world, Canada's overwhelming size has often created many problems for Canada. It is a land of a variety of regions from an almost uninhabited frozen Arctic to heavily populated cities along Canada's southern border.

1. Show Here's Canada (28 min. 14 sec.) This is an excellent introductory film to the study of Canada as it establishes Canada geographically and presents beautiful visual images.
2. Distribute the blank outline maps and ask the students to complete Worksheet #1 labelling the map as instructed and answering the questions on the worksheet. Have students refer to a large wall map as well as pages 40-41 in Saywell's Canada Past and Present.
3. Have students choose one of the provinces and become a specialist in that particular province. To "become an expert" ask the students to
    a. create an enlarged drawing of their chosen province for a large bulletin board by tracing an enlarged image projected by the overhead.
    b. identify and locate the capital city.
    c. identify the premier.
    d. make a copy of the flag of the province.
    e. list at least three important natural resouces found in the province.
4. To establish a constant geographic reference have students design an entire bulletin board consisting of a map of Canada by using the enlarged drawings of the

provinces that they completed in Activity #3. Allow an entire class period for this work or allow students to work on the bulletin board during the last ten to fifteen minutes of class time.

5. Regionalism has been a theme in Canada threatening to divide the nation. Hand out a blank outline map and ask students to label and identify the regions of Canada. Have students refer to Saywell on pages 40-41.
6. Have students turn to pages 6-7 in Saywell and look at the pictures. Ask them to write three complete sentences describing each picture and state in which region they believe each of the scenes can be found.
7. Administer a map quiz to the students.

Early Exploration and Settlement

The search for a westward route to Asia and the hope of discovering gold, jewels, and spices drew explorers from Europe to Canada in the New World. Yet the pattern of settlement of Canada differed significantly from the U.S. settlement of the Thirteen Colonies.

1. Show Samuel de Champlain, a short (14 min. 43 sec.) study of the explorer.
2. Have students complete by reading aloud and on their own Chapter 2 in Saywell - "The Struggle for a Continent" pages 11-14.
3. Ask students to complete the questions on the works-sheet that accompanies this reading either during class time or as an assignment. Also assign the vocabulary sheet as homework.
4. Have students assume the role of a coureur de bois and complete the following: Write a three paragraph diary entry in which you discuss a typical day trapping fur in the woods.
5. Show The Voyageurs a short film (19 min. 50 sec.) which presents beautiful visual images of the Canadian wilderness.
6. Mapping became a critical and valued skill to the early explorers. Pages 16-17 in Saywell show an eighteenth century drawing of a map including the territory around Louisbourg. To experience the difficulty these early explorers faced, have students compose a map of their own consisting of their neighborhood or perhaps their route to school without consulting any road maps.

7. Have students write three paragraphs on the following:
   "You have been hired by the French to accompany Samuel de Champlain on his voyage to the New World. Write a report back to France informing them on the conditions existing on the ship and your evaluation of this new country. (Can it be settled? Is it worth the financial investment?)"
8. Have students read aloud the selection entitled "The Conquest of New France" pages 15-19 by assigning roles to the students so they may use the dialogue and actually role-play the conquest.
9. Because students often enjoy the military aspects of history have students select one of the following assignments and complete:
   a. You are now General Wolfe. Draw up a plan of attack for your British troops as you desire to take Quebec.
      OR
   b. You are now General Montcalm. Describe your plan of defense for Quebec and your strategy for driving the British out of Quebec.
10. To follow up on the military strategy aspect show Wolfe and Montcalm. (29 min. 30 sec.).

Growth of a New Nation

After the conquest, the British North American colonies began to grow in size as well as population. Immigration brought new settlers and the railroads began to tie the vast territory together. Fear of the powerful Americans to the south made many Canadians feel the need for a confederation or union of these Canadian territories.

1. Have students read Chapter 3 in Saywell pages 20-26. (probably two class days)
2. Assign the worksheet that accompanies the chapter.
3. Have students play the role of a recent immigrant to Nova Scotia as discussed on pages 20-21. Ask the students to write a letter home (at least three paragraphs) describing this new world, what job you are now doing, and what your new life in Canada is like.
4. Have students look at the pictures on pages 22-23 and read the appropriate captions. Ask the students to write at least three sentences about what each of these pictures suggest about life in colonial Canada.

5. Have students read either silently or aloud "Winning the West" pages 27-33 in Saywell.
6. Have students make a time line illustrating the steps toward confederation.

Culture

The art, music, customs, heroes, and folklore of a nation can often inform the students of a nations's heritage while also providing interesting stories and visual images of a country.

1. Have students read pages 74-75 in Saywell and read the accompanying captions. Have students then list two of the prominent members of the Group of Seven and write a one paragraph critique on the examples of their works included in Saywell.
2. Have students make a list of at least ten images they would expect to see frequently used in Canadian art.
3. Show the Jolifou Inn, a short (10 min. 17 sec.) expose of the paintings of a Canadian artist Cornelius Krieghoff.
4. Show Musicanada, a long film (57 min. 50 sec.) which exposes the students to all aspects of Canadian music from early classical music to contemporary folk music.
5. Have students look at page 77 in Saywell and read the appropriate caption to gain an appreciation of Inuit arts and crafts.
6. To further explore the arts and crafts of the Inuits show Sananguagat: Inuit Masterworks which shows Inuit carvings, paintings, and the territorial scenes familiar to the Inuit people. (24 min. 51 sec.)
7. The Canadians also have some heroes in their culture. Have students read "The Winning of the West" in Saywell pages 27-33. Ask them to identify a Metis hero - Louis Riel - and then complete the following assignment:

    > Louis Riel has just been found guilty of treason and sentenced to hang. Write a three paragraph editorial to the local newspaper on the execution of Louis Riel from the frame of reference of an English Canadian. Then write a second three paragraph editorial as a member of the Metis who fought with Louis Riel. Remember write your editorials exactly as each individual would write.

8. Louis Riel was one example of a Canadian folk hero. Ask the students to make a connection to American folk heroes who reflect our cultural values. Have students make a list of at least ten American folk heroes.

Government

Like the United States, Canada was once part of the British Empire, but Canada followed a very different course of action than did the U.S. in gaining their independence from Britain. Because no sudden revolution marks a specific date of independence, the Canadian government evolved slowly.

1. Have students read Chapter 5 "The Government of Canada" pages 42-46 in Saywell. (probably two class days)
2. Upon completion of the reading assignment ask the students to complete the questions on the appropriate worksheet either during class time or as a homework assignment.
3. Have students make a chart (use either the board or the overhead projector) of the three branches of government in Canada and the leader of each.
4. Have students make two lists - one list should state the powers in Canada held by the federal government, the second list should state the powers delegated to the provinces. Ask the students to write one final paragraph comparing the two lists and answering the question of where is Canada's power base.
5. Often students learn by experience so to actually understand Canada's parliamentary system have the students actively participate in it. Assign roles of the Prime Minister, the Opposition Leader and one student should serve to introduce a tax proposal to the rest of the class - the Commons. The Prime Minister favors this bill, the Opposition Leader opposes it. Allow approximately fifteen minutes for debating the issue and then ask the Commons to take a vote on the proposed tax.

The French Presence

The nation of Canada provides a peculiar and fascinating setting for the existence of two distinct cultures within the boundaries of one. The French, with Quebec as their homeland, believe their survival has been threatened for too long by the powerful English Canadians. This conflict of cultures has created many obstacles throughout Canada's history to her development as one strong nation.

1. Show Quebec, Quebec, a short film (14 min. 55 sec.) which visually illustrates the many varied sides of the province of Quebec.
2. Have students read Chapter 6 "The Conflict of Cultures" pages 56-62. (probably two class days)

3. Have students answer questions on accompanying worksheet.
4. The Quebecois believe that one of the few weapons they have to prevent assimilation into the English culture is their language. To help students better understand a language barrier have them attend an advanced foreign language class with which they are totally unfamiliar. Ask that they keep a diary of their thoughts and experiences as "foreigners within their own school."
5. Show Bon Amis (12 min. 20 sex.) which discusses in both French and English the language and presents the French language in conversation and song.
6. Based on the reading have students construct a time line of challenges to the French Canadians by English Canadians entitled "La Survivance."
7. For students who have never experienced the frustrations of not being understood because of their language, have the students conduct a short interview (be sure they have at least ten pre-planned questions) with someone whose native language is not English. Ask them to explain the small everyday obstacles this individual has been forced to overcome.
8. To become "Maitres chez nous" (see page 60 in Saywell), the Quebecois realized the necessity of improving their educational system so the French Canadians could assume leadership positions even if their new policies produced open hostility. In Boston, for example, busing to achieve racial balance has been a controversial decision. In Quebec it has been the language issue which has provoked hostility in education. Ask the students to attend a city school committee meeting and take notes during the meeting on the personalities of the school committee members. Have students make a list of any subject(s) discussed in the meeting that you feel could provoke controversy within the city.
9. As discussed in Saywell on pages 60-62, the Quiet Revolution was not always quiet and peaceful. Divide students into two groups - one group to represent the radical FLQ who are assigned to draw up a list of demands for the Canadian authorities; the other group should serve as the Canadian government. Assign the government group to make up a course of action against the FLQ during the kidnapping crisis and have one student from each group act as the spokesman. Allow each

to question the other on their actions and the potential outcome.

10. A new political party must attract new voters. Have students serve as active campaigners for the Parti Quebecois and make up a list of campaign promises which would attract new party members.

Canada's Future in the World

One opportunity the study of history affords the student is the possibility of delving into "future-ology." Since the Quebec Act, historians have recognized the Anglo-French conflict and have discussed the viability of Canada as a nation divided.

1. Have students read "Canada and the World" pages 63-71 in Saywell.
2. Have students take the frame of reference of an Anglophone who has lived in Quebec since 1960. Assign them to write a letter to relatives in British Columbia telling them about three things that have occured since the Quiet Revolution and include a final paragraph containing their own opinions of these changes.
3. Have the students complete the following assignment:
   "You have just been hired as the primary speech writer for Prime Minister Pierre Trudeau. In one week he will be speaking in the United States about the movement for Quebec independence from the nation of Canada. Write a three paragraph speech (approximately 100 words) for M. Trudeau that you feel would express his views on Quebec independence."
4. Have students read in Canada Today (Vol. II #4, April, 1980) entitled "Oui - Non" on the referendum issue. Copies of this issue may be obtained for each student from the Canadian Consulate. Have students list five proposals of Quebec's White Paper (see page 3). Now have them read the reactions of the Prime Minister and the premiers to the White Paper (pages 4-5). Ask students to now write their own one paragraph reaction to the White Paper.
5. Have the students complete the following assignment:
   "You have just been hired as the primary speech writer for Quebec's Premier Rene Levesque. In one week he will be speaking in the United States about the movement for Quebec's independence. Write a three paragraph speech (approximately 100 words) for M. Levesque that you feel would express his view on Quebec's separation from Canada.

6. In a role-playing situation have the students create a dialogue, or conversation between two individuals. One student should play the role of a Francophone resident of Quebec, the other student should play the role of an Anglophone resident of Quebec. In their dialogue, ask them to discuss the independence of Quebec and the implications of Quebec independence on both the French speaking population as well as the English speaking population of Quebec.
7. Organize a student debate on Quebec independence. Three students should take a stand in favor of Quebec independence, and the other three students should take a stand against Quebec independence. One student should serve as a moderator. Strict time limits for position statements should be followed. After the formal session of the debate, the panel may be opened to an informal questioning session. Panelists may question each other, and audience questions may be entertained.
8. Have the students complete the following:

   "The date is Nov. 1986. You are a resident of Quebec. As a famous Quebec historian you have been asked to briefly sum up the events which have taken place in Quebec during the ten years since the Parti Quebecois won the election in Quebec and assumed power. Here's your chance to delve into "future-ology." Answer the following: Discuss at least five changes the ten years have brought. Is there one nation or two? Is Quebec recognized as an independent nation? What are Canada's relations with the United States?

   In completing this activity keep in mind that this situation in the future should reflect the ideal, in other words, the situation you feel would best benefit both Quebec and Canada. The future is now up to you - what is the fate of the province of Quebec and the nation of Canada?

Evaluation:

This unit provides a variety of possible methods of evaluation. Some suggestions are: 1) a test based on the reading in Canada Past and Present by John Saywell. This test may be adapted to the particular needs of the teacher as this test is written for basic level students often with reading problems; 2) grade all worksheets and assignments suggested in this unit, the number of evaluations may vary; 3) observation by the teacher of the growth of attitudes, skills, or knowledge on the part of the student. Included here are worksheets for each of the subunits, a unit review sheet, and the unit test.

Name ______________________ Date ____________

CANADA-GEOGRAPHY

From the map on pp. 40-41 in your Canada Past and Present book, label the following places and answer the following questions.

I. Define the following terms:
   1. provinces -
   2. borders -

II. List the ten provinces
   1. ____________
   2. ____________
   3. ____________
   4. ____________
   5. ____________
   6. ____________
   7. ____________
   8. ____________
   9. ____________
   10. ____________

III. Label these provinces on your map.

IV. List the two northern areas still not labeled.
   1. ____________
   2. ____________

V. Label these areas on your map.

VI. List the oceans at Canada's eastern and western borders.
   1. ____________
   2. ____________

VII. Label these oceans on your map.

VIII. List the five Great Lakes
   1. ____________
   2. ____________
   3. ____________
   4. ____________
   5. ____________

XI. Label these on your map.

X. Label the following on your map:

Cities:
(Capitals)
St. John's
Charlottetown
Quebec
Winnipeg
Edmonton
Halifax
Fredericton
Toronto
Regina
Victoria

X. continued

Other cities:
- Ottawa
- Montreal
- Vancouver

Rivers
- St. Lawrence River
- Red River
- Ottawa River

Lakes
- Lake Winnipeg
- Great Slave Lake
- Great Bear Lake

Bays
- Hudson Bay
- James Bay

XI. Answer the following questions:

1. There are __________ provinces.
2. Name the two territories:
3. In which province do you find the most oil?
4. Which state in the U.S. does the Yukon Territory border?
5. In which province do you find the Ottawa River?
6. In what province does Labrador belong?
7. Name two rivers which flow through both Canada and the U.S.
8. In which coastal area do you find the most fishing?
9. Which waterway leads from the Atlantic Ocean into the Great Lakes?
10. In which area of the country do you find the greatest amount of farming?

Name ______________________________ Date ____________

CANADA - Early Exploration and Settlement

1. List and briefly explain three reasons explorers from Europe came to North America.
   - European explorers came to North America to -
2. Who first established a colony for France? Explain why settlers did not flock to the new colony.
   - The first French colony -
3. What city became the center of the "fur trade" and where was it located?
   - The city which became -
4. Identify coureurs de bois - What role did they play in the settlement of New France?
   - The coureurs de bois were -
5. Describe the relationship between the French and English.
   -
6. Discuss the struggle which began in 1754. What even marked the end of French control in North America?
   - In 1754 -
7. After the conquest of New France, what country now controlled North America?
   - After the conquest -
8. Explain the terms of the Quebec Act. What did this act do for the French Canadians?
   - The Quebec Act -
9. Look at the map (p. 12): What waterway provided the greatest chance for expansion in Canada?
   - The waterway which -
10. Look at the map (p. 12): Which explorers traveled from the Mississippi River to the Pacific Ocean?

Part I. VOCABULARY - In a complete sentence define these terms:

1. Colony -
2. Samuel De Champlain -
3. Coureurs de bois -
4. St. Lawrence Rivers -
5. Surrender -
6. Conquest -
7. New France -
8. Diplomacy -
9. In a well-developed paragraph, answer the following: (Use the reverse side)
   You have been hired by France to accompany Samuel de Champlain on his voyage to the New World. Write a report

back to France informing them on the conditions existing on the ship and your evaluation of this new country (Can it be settled? Is it a waste of money?)

10. In a well-developed paragraph - You are one of the first coureurs de bois, write a diary entry of your experiences in the woods. Your trapping experiences, your relations with the Indians, any exciting adventures.

Name ______________________________ Date ______________

CANADA - Government

1. To what country did Canada once belong? To what country does Canada belong today?
   - Once, Canada belonged -
2. What type or system of government does Canada have, and what are the branches of government?
   - Canada has a -
3 What is the role of the Queen in Canada?
   - The Queen -
4. Who holds the real executive power in Canada?
   - The real executive power in Canada -
5. What are the roles of the cabinet members?
   - The cabinet members -
6. What are the two Houses of Parliament? Which of the two is most important in lawmaking in Canada?
   - The two Houses -
7. Describe in three sentences Canada's judiciary system.
8. What does the term a "federal" system mean? Where is the center of Canada's federal government?
9. Which has become more important in Canada - the federal government or the provinces? List three important powers held by the provinces.
   - In Canada -
10. What constitutional arguments do the people in Canada have?
   - The people in Canada -

Name ______________________________ Date _______________

CANADA: The Making of a Nation

1. Define loyalists. How were these Loyalists important to Canada's development?
   - The Loyalists were -
2. During what period did the North American colonies (in Canada) grow rapidly? From where did these new settlers come?
   - The North American colonies grew -
3. Into what professions did these new settlers go?
   - These new settlers -
4. To what countries were these colonies tied? Why?
   - These new colonies were tied -
5. What event really sparked the industrialization of Canada?
   - The event that -
6. Describe relations between the United States and Canada during the U.S. Civil War.
7. What solution were Canadians thinking about to solve their economic problems?
   - Canada -
8. What fear did Canada have as she thought about a national union?
   - Canada feared -
9. For what reason had an attempt at national union failed in 1840?
   - In 1840 -
10. Briefly describe the steps taken by Canada to complete national union.

Name ______________________________ Date _______________

CANADA: The French Presence

1. State how most French Canadians feel about the British conquest.
   - Most French Canadians feel that -
2. Define "separatism." List two ways that French Canadians attempted to bring about separatism.
   - Separatism is -
3. Where do the majority of French Canadians live? List two other areas in Canada in which many French live.
   - The majority of French Canadians -

CANADA: The French Presence - continued

4. Define "la survivance." What does the author mean when he says "a battle for survival."?
   - La survivance means -
5. What occured in 1837, and who was the leader?
   - In 1937 -
6. Explain Lord Durham's answer to the conflict between the French and the English.
   - Lord Durham believed -
7. Define "Confederation." When did Canadian Confederation occur?
   - Confederation is -
8. What was the major hope of Canadian confederation?
   - Confederation was based on the hope that -
9. Was this hope realized? What did French Canadians realize about Canada?
10. What did French Canadians discover about schools and jobs in Canada?
11. Explain why Quebec was so important to French Canadians.
   - Quebec was important -
12. Who was Louis Riel? What did he do? How was he treated by the Canadian government?
   - Louis Riel was -
13. What dream did many French Canadians develop?
   - Many French Canadians -
14. List three setbacks for the policy of survival.
15. What was the major business handicap for French Canadians?
   - The French Canadians -
16. What became the 1960's motto of French Canadians? Explain.
17. Who became the leader of the Quebec separatists and what was his political party called?
   - The separatists leader -
18. Identify the FLQ. What role did they play in Quebec politics in October of 1970?
   - The FLQ -
19. After the October crisis in 1970, what stand did the Parti Quebecois take concerning the separation of Quebec?
   - After the October Crisis, the -
20. What question about Quebec and Canada still remains unanswered?

Name ______________________________ Date ____________

CANADA: Search-'N'-Find (Canada's Future)

F T S N I A L P M A H C H O P
R E S U R V I V A N C E Y U L
E C N A R F F D N F O G R A S
N N O T E A A B I L R E N I N
G E W E S N S S T U Q D L T I
L R P R A S H C O L O N Y O A
I W O C L I B B B C O N Q C R
S A C A N T S L A O T W E S T
H L O G R I Q U E N S B O A A
L T N Q U T R O F Q E N Y V O
T S I O B E D S R U E R U O C
R U L M H O W K Q E Q O K N A
A R V M B O A T U S T S O W N
D V R I V E R Q U T F U N A A
E C N I V O R P O T T A W A D

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1. Canada
2. Coureurs de bois
3. Quebec
4. France
5. Conquest
6. Queen
7. Survivance
8. West
9. English
10. Timber
11. St. Lawrence
12. Fishing
13. Manitoba
14. Province
15. Louisbourg
16. Nova Scotia
17. Yukon
18. Ottawa
19. Snow
20. Champlain
21. Colony
22. River
23. East
24. Furs
25. Land
26. Forts
27. Trade
28. War
29. Boat
30. Trains

Name ________________________________ Date ____________

CANADA: Review Sheet

Provinces -

New France -

Samuel de Champlain -

Coureurs de bois -

Conquest, 1768 -

Louisbourg -

General Wolfe -

General Montcalm -

Immigrants -

Occupations of immigrants

Railroads -

U.S.- Canada relationship during Civil War

Ch. 5 - Government
Confederation - 1867

Queen -

Prime Minister -

Cabinet -

House of Commons -

Ottawa -

Power of provinces -

Ch. 6 Quebec la survivance

Lord Durham -

French problems in schools and business -

Louis Riel -

Bilingual -

Quiet Revolution

"Masters in our own house"

Rene Levesque - Parti Quebecois

FLQ -

Separatism -

October Crisis - 1970

Question still remaining for Canada -

Name ______________________________ Date ________________

CANADA: UNIT TEST

Part I: Multiple Choice (2 points each)

_____ 1. How many provinces are there in Canada?
a. 8 c. 10
b. 12 d. 14

_____ 2. New France was later called:
a. Ontario c. Newfoundland
b. Prince Edward Island d. Quebec

_____ 3. Which of the following is not a province?
a. Nova Scotia c. Prince Edward Island
b. Saskatchewan d. Yukon

_____ 4. The important waterway in Canada is the:
a. Red River c. Mississippi River
b. St. Lawrence d. Lake Michigan

_____ 5. When the British defeated the French to take over Canada in 1763, the event was called:
a. the Conquest c. the national union
b. the Confederation d. the Surrender

_____ 6. The French general defeated in the Conquest was:
a. General Wolfe c. General Montcalm
b. General de Gaulle d. General Patton

_____ 7. All of the following were industries immigrants went into except;
a. banking c. fishing
b. lumbering d. factory work

_____ 8. Which of the following explains the relationship between Canada and the U.S. during the Civil War?
a. Both sides were friendly because many Canadians fought.
b. There was tension because Canada feared the U.S. might try to take over.
c. Both sides were friendly because they decided to fight together against the British.
d. The tension was so great that Canada and the U.S. went to war.

_____ 9. The major difficulty for a national union in Canada was:
a. because there was no money
b. because of the differences and bad feelings between French and English

CANADA: UNIT TEST - continued

_____ 10. The center of government in Canada is:
a. Montreal c. Quebec City
b. Ottawa d. Washington, D.C.

_____ 11. The person or group who has the most power in Canada's government is;
a. the Queen c. the Senate
b. the Congress d. the Prime Minister

_____ 12. "La survivance" means:
a. "survival" c. "masters in our own house"
b. "I remember" d. "peace"

_____ 13. The half-French, half-Indian man who led a revolution against the English was:
a. Louis Riel c. Samuel de Champlain
b. Rene Levesque d. Jacques Cartier

_____ 14. The word which means the ability to speak two languages is:
a. bicultural c. bilingual
b. biannual d. bicentennial

_____ 15. The leader of the separatists in Quebec is:
a. Pierre Trudeau c. Samuel Champlain
b. Louis Riel d. Rene Levesque

_____ 16. The period in the 1960's when the French tried to get more rights was called:
a. the French Revolution c. the Industrial Revolution
b. the Quiet Revolution d. the October Revolution

_____ 17. "Masters in our own house" refers to the province of
a. Newfoundland c. Quebec
b. Ontario d. Montreal

_____ 18. Separatism means:
a. the separation of Quebec from Canada
b. the separation of Montreal from Quebec
c. the separation of British Columbia from Canada
d. the separation of Quebec from the United States

_____ 19. The violent French group responsible for kidnappings was the:
a. PQ's c. FLQ
b. French Rev. d. Quebecois terrorists

_____ 20. What question still remains for Canada today?
a. Should Canada join with the U.S.?
b. Should Canada imprison all the French?
c. Should Quebec allow the English to rule?
d. Should Quebec separate from Canada?

PART II: TRUE - FALSE (3 points each)

_____ 1. Samuel de Champlain was a British explorer.
_____ 2. The provinces have almost no power in Canadian government.
_____ 3. The Cabinet helps the Prime Minister rule.
_____ 4. The Northwest Territory is the largest province in Canada.
_____ 5. General Montcalm was the French General who lost in the Conquest.
_____ 6. In schools and business the French were forced to speak English.
_____ 7. Lord Durham wanted to see the French under English control.
_____ 8. The Queen has all the power in Canadian government.
_____ 9. Bilingual means the ability to speak in two languages.
_____ 10. The FLQ was a peace-loving group in Canada.
_____ 11. The railroads forced people to stay on the east coast of Canada.
_____ 12. The Mississippi River is the most important river in Canada.
_____ 13. "Coureurs de bois" were French fur traders.
_____ 14. Louis Riel was loved by the English people
_____ 15. Quebec was originally called New France.

PART III: COMPLETION (3 points each)

- Louisbourg
- Quebec
- Red River
- St. Lawrence River
- Confederation
- immigrants

1) The bringing together of all Canada's provinces into one unified country in 1867 was called __________.
2) The homeland of the French is __________.
3) The French fort lost in the Conquest was __________.
4) People who moved to Canada from foreign countries were called ____________.
5) The most important waterway in Canada is the __________.

BONUS: (5 points)

DIRECTED READING ACTIVITY: RINGUET'S THIRTY ACRES

Contributing Teacher: Rita E. Smith
Brockton High School
Brockton, Massachusetts

Target Audience: High school students. Adaptable to social science or English classes, as well as any class in Canadian literature, poetry, drama, or folklore. Can be read in English or French (Trente Arpents)

Time Frame: Three consecutive days for reading. Further days as required for introduction, discussion, or essay writing.

Goals:

- To introduce Thirty Acres/Trente Arpents as an example of French Canadian literature.
- To demonstrate a method of preparation for reading or "directed reading"
- To learn new vocabulary, concepts, and something about 19th century French-Canadian history.
- To demonstrate organization of ideas in response to reading.
- To improve reading habits and foster reading appreciation.

Objectives:

- To read Ringuet's Thirty Acres
- To answer work sheet questions about the main characters, their relationships, and how they changed.
- To fill worksheet describing the main character at two points in the story.
- To participate in class discussion about the story (optional)
- To write an essay about the story (optional)

Resources:

- Individual copies of Thirty Acres by Ringuet
- Copies of background sheets and response sheets for (a) spring and summer, and (b) fall and winter for each student.

Learning Activities:

1. Preparation for reading: This teaching and learning procedure requires teachers and students to prepare for reading. It actually constitutes the first step essential for successful reading.
    a. Teachers should provide students with important background material. People, places, dates and events that play a significant role in the novel should be introduced to the student. Illustrations of the Seigneurial System and visual depictions of the natural and man-made environment will set the stage for a promising reading experience.
    b. Teachers should assist students in identifying and clarifying the key concepts. Reading passages which embody abstract thoughts will direct students toward the main idea of Thirty Acres.
    c. Teachers should assist students in understanding vocabulary words. Providing students with definitions of essential expressions will advance their reading comprehension.
    d. Teachers should establish the purpose for reading. Posing analytical questions that students should be considering while reading Thirty Acres, will effectively guide them toward the ideas which are "too good to miss."
    e. Teachers should provide students with a uniform way of displaying and storing vital background information.

The preliminary sharing and exchanging of knowledge will maximize the students opportunities for a successful reading experience.

READING

One of the biggest problems students face is finding the time and place to QUIETLY READ. Teachers should provide at least three consecutive class periods for the SILENT READING of Thirty Acres. Organized reading expands student awareness of how much they can accomplish, helps establish good reading habits and fosters an appreciation of reading.

RESPONSE TO READING

An integral part of this directed reading activity is a self explanatory way for students to display and store their responses to the novel. The contents of the response sheet will provide students with the framework for a critical essay.

This uniform fashion for logging reactions also provides students with an analytical approach to reading.

TITLE: Ringuet, *Thirty Acres* (Spring and Summer, pp. 15-134)

Vocabulary	Definition	Page
Tranquil	calm, quiet, still	17
Parochial	restricted to a small area or scope; narrow, limited; provincial	25
Suzerain	ruler, especially a feudal lord	26
Domain	territory under one ruler	43
Submissive	having or showing a tendency to submit without resistance; docile	95
Obstinate	unreasonably determined to have one's own way; not yielding to reason; stubborn	95
Condescension	patronizing manner or behavior	111
Repudiating	to refuse to have anything to do with; disown; cast off publicly	116

ESSENTIAL FACTS

Names (with pronunciation)

Eucharist Moisan
Ukareeste Myawzan
Uncle Ephren
Uncle Effrem
Auntie Melie
Auntie Malee
Alphonsine
Alfonzine
Jos. Ephrem Oquinase
Jos. Effrem Ogyeenaz
Phydime Raymond
Pheedeem Raymon

Etienne
Ateeenn
Ephrem
Effrem
Lucinda
Looceenda
Father Labelle
Father Label
Albert Chabrol
Alber Shabral
Walter S. Lariviere
Walter S. Lareeveeair

Places

St.-Jacques-l'Ermite
Quebec

CONCEPTS

	Para.	Page
Servitude	11+	25-26
	10	65
Choice	3	27
	3	28
	5	41
Authority	3	31
	1-4	43
	3+	79-80
	7+	112-113
Submission	7	35
	1&2	68
Change	4-6	39
	1	40
	6+	49-50
	5-7+	110-111
Ambition	10+	41-42
Continuity	3+	50-51
	2&3	67
	15+	93-94

	Para.	Page
Conflict	8	77-78
	4-6	89
	2-5	112
Change	12+	78-79
	2	90
	6+	92-93
Progress	6-9	86
	5&6	97
Rebellion	3-8	105
Possessiveness	9+	122-123
Pride	6+	130-136
	1&2	133
Stubbornness	9+	131
Confusion	4+	116-119

1. How did Eucharisté change when he inherited the old Moisan property?
2. What were Euchariste's ambitions, and did he realize his dreams?
3. How and why did Euchariste and Oquinase relationship change?
4. What caused the conflict between Euchariste and his sons, Ephrem and Etienne?

EUCHARISTE'S CHARACTERISTICS

Main Thought ____________________

____________________ Pages ____________________

1. Supporting evidence/quotation ____________________

____________________ Pages ____________________

2. Supporting evidence/quotation ____________________

____________________ Pages ____________________

3. Supporting evidence/quotation ____________________

____

______________________________ Pages __________

Personal conclusions ____________________________

____

____

TITLE: Ringuet, Thirty Acres (Autumn and Winter, pp. 135-249)

Vocabulary	Definition	Page
Martyrdom	severe, long-continuing suffering; torment; torture	140
Vengeance	to avenge; the return of an injury for an injury	156
Usurpation	unlawful or violent seizure of a throne, power, rights	188
Relinquish	to give up, abandon, surrender	199
Despondency	loss of courage, confidence or hope, dejection	205

ESSENTIAL FACTS

Names (with pronunciation)

Exilda
Exeelda
Elsie
Elzee
Jack

Mr. Corrigan
Mr. Correegon
Hormisdas
Ormeeda
Patrick

Places

White Falls, Mass.

CONCEPTS

	Para.	Page		Para.	Page
Continuity	1-4+	137-8	Chance	2-4	172
	3	188		6-10	194
	14-16	249			
Choice	7+	149-150	Change	15+	174-75
	5&6	199		6	177
Conflict	11	150	Ambition	12+	180-81
Possessiveness	1&2	156	Confusion	7	180
	5+	170-71		3+	204-205

CONCEPTS - continued

	Para.	Page		Para.	Page
Disillusionment	4	161	Authority	3&4	200
	11+	163-164	Pride	1	169
	12-14	248		1&2	235
Stubborness	5&6	164			
	5	169			
	2+	175-176			
	1-3	246			
	1-3	249			

1. What changes were taking place in Euchariste's world and how did he react to them?
2. How were Euchariste and Etienne changed by the unexpected circumstances?
3. Why did Euchariste choose to go to the States and how did he respond to his new world?
4. Why didn't Euchariste return to his Laurentian homeland?

CHARACTERIZATION OF EUCHARISTE

Main thought

1. Supporting evidence/quotation

Pages

2. Supporting evidence/quotation

Pages

3. Supporting evidence/quotation

Pages

INTERPRETATION AND REACTION TO THE CONCLUSION

AN INTRODUCTION TO THE ACADIAN EXPERIENCE

Contributing Teacher: Karen Ulmer Dorsch
Winnisquam Regional High School
Tilton, New Hampshire

Target Audience: Grades 11-12 -- Average
Subjects: French III or IV; Humanities or adaptable to Social Studies, Home Economics, Music, or Literature

Time Frame: Varied -- depending on what an individual teacher wants to include in the unit. I used two weeks for the pilot unit, but student interest in the topic triggered a number of related lessons, projects, and field trips throughout the year.

Goals:

A. to increase the student's pride in and respect for self, family, and community by introducing the historic and cultural contributions of the Acadians to the settlement of North America and the local community.
B. to develop an environment that encourages the student's search for identity through individual ethnohistory.
C. to trace the experience of the Acadians from origins in France through settlement in the New World, expulsion, and re-establishment of communities.
D. to establish the Acadians as a minority group with whom students can identify through experience with folkmusic and music, history and language.
E. to increase tolerance for and appreciation of cultures different from one's own.

Objectives:

To recognize the common factors of minority groups.
To understand the historical significance of the Acadian experience in the settling of this continent and community.
To identify the major characteristics of the early Acadians and the impact their features had on their

experience.
To draw conclusions about what kind of beliefs are worth great personal sacrifice.
To explain the relationship between the early and present-day Acadians.
To share in the emotional climate of the Acadian experience through Acadian folk and modern music and songs.
To select and prepare a traditional Acadian meal.
To understand culture and its influence.
To understand the assimilation of one culture by another
To engage in independent study of ethnohistory.

Resources and/or equipment needed:

A. Materials distributed to students:
   1. Map of France showing old provinces
   2. Map of Acadia and the Eastern United States
   3. Map of Louisiana
   4. Map of Acadian Migration 1755-1757 (Suggested source: Leblanc, R.A. "The Acadian Migrations," Cahier de Géographie de Québec 11(24): 523-541.)
   5. Copies of words to songs:
      Le Reveil de l'Exile
      La Fleur du Souvenir
      Evangeline
   6. Recipes selected for Acadian meal
   7. Prelude and lines 1381-1399 of Henry Wadsworth Longfellow's "Evangeline"
   8. Outline of Longfellow's "Evangeline"
   9. Vocabulary list (optional)

Printed Resources:

B. 1. Saywell, John, Canada Past and Present, Clarke, Irwin and Company, Ltd. (Teacher and Student)
   2. Clarke, G.F. The True Story of The Explusion of The Acadians. Fredericton, NB: NB Press, 1955.(Teacher)
   3. Historic Acadia/L'acadie historique, Parks Canada (a pamphlet which served as the student's basic text)
   4. Gauvin, Marie Ann, Linguistic and Cultural Heritage of the Acadians in Maine and New Brunswick, thesis, Central Connecticut State College, New Britain, CT. (Teacher)
   5. Galey, Matthieu, "En Acadie Avec Antonine Maillet" L'Express, September 8, 1979 (Teacher and accelerated students)

6. Kane, Harnett T., The Bayous of Louisiana, Bonanza Books, 1943 (Teacher-used for its extensive bibliography on the Acadians of Louisiana.)
7. Giguere, Madeleine, "The Franco-American in comparison to other Ethnic Groups; an annotated Bibliography in Chronological Order," National Assessment and Dissemination Center for Bilingual/Bicultural Education. (Teacher)
8. Rushton, William F., The Cajuns, Farrar Strauss Giroux, 1979 (Teacher)
9. A Franco-American Overview--compiled by Renaud S. Albert, National Assessment and Dissemination Center. (Teacher and student)
10. La Cuisine traditionnelle en acadie, Les editions d'Acadie, Moncton, NB (Teacher and student)
11. French Canadian, Acadians, and the French in New England, Learning Activity Package, Canada House, UMO, Orono, Maine.
12. Longfellow, Henry Wadsworth, "Evangeline" (Teacher, and student)
13. "Qui sont les Acadiens" Ça Va 2 November, 1976, Scholastic Magazines, Inc. (Student and teacher)

NOTE: The above sources are those I collected during summer '79 at Orono and over the years as a French teacher. They are in no way comprehensive or superior to any other, and many are not required in order to teach this unit. A good working knowledge of the Acadian experience is what a teacher needs, and A Franco-American Overview is a good source for this.

Because the unit was developed and taught after the year's budget had been finalized, I had no funds for student texts; so I used the lecture method of presentation combined with handouts to students, audio-visual and reserved reading lists. I have indicated which texts were used by teacher only and which ones were reserved for students also.

Audio-Visual Materials

C.
1. Visual foldouts of key historic places in Acadia and Louisiana such as Grand Pre, Fort Beausejour
2. Written pamphlets on the same sights and regions
3. Slides of the regions and historic sites included in this unit (Collected by the Franklin-Tilton Can-Fram team.)
4. Maps of areas covered in the unit
5. Overhead transparencies of #4
6. Illustrations from texts and sources cited in Resources.
7. Records:
   - Michel Fugain "Les Acadiens"
   - Allons au Fais Do-Do, RCA Swallow
   - Les Alino chantent l'Acadie, IMS-WRC 386
   - Evangeline - a recording of the poem

Learning Activities:

A. Teacher preparation for entire unit:
1. Preparation of materials
   - -- place copies of Canada, Past and Present and L'Acadie Historique/ Historic Acadia on reserve reading list several weeks in advance if not enough copies are available for each student.
   - -- prepare student handouts of:
     - a. map of France showing old provinces
     - b. map of Acadia and Eastern U.S.
     - c. map of Louisiana
     - d. map of Acadian Migration 1755-1757
     - e. vocabulary list
     - f. copies of songs
     - g. copies of recipes taken from La Cuisine traditionnelle en acadie
     - - h. prelude and lines 1381-1399 of "Evangeline"
     - i. Outline of plot development of "Evangeline"
   - -- prepare overhead transparencies of the maps given to students
   - -- collect slides of the regions and historic sites covered in unit
   - -- have available all records and displays used in unit
   - -- make arrangements and budget for field trips that are to be included
   - -- submit press releases regarding field trips and invite administration to Acadian meal prepared by students

2. Introducing the unit to the students:
   Several days prior to the first lesson, display visuals of Acadia about the room and play Acadian music while students are passing to and from class. Engage students in informal talk concerning their ethnic origins. Encourage them to find out from what area and town their ancestors came. Assign chapter two of Saywell's text for outside reading to be finished by Day One of the unit plan.

   I did not formally pretest students because I had conducted an oral survey at the beginning of the term which indicated that students had not covered the material contained here before. Because I was more interested in affecting students' attitudes toward their ethnicity than in measuring the academic outcomes, I kept traditional evaluation procedures to a minimum-relying on student participation in projects, field trips, etc., and the interest which they displayed in and outside the class room to serve as instruments for measurement of student growth. Quizzes or tests that were given were short, and papers assigned were assigned more for the purpose of enabling the students to express themselves in the French language than as an academic measurement for this unit.

   Daily lesson plans are presented on the next pages. Days One and Two focus on the historic aspect. Day Three on the literary, Days Four and Five on music, and Days 6-8 on cuisine. Days 9 and 10 concluded the unit with students completing a reaction form and preparing for the concert-- and attending it.

Reading skills practiced:

Literal, inferential, and critical reading skills in the second language and to a lesser degree in the primary language are practiced. The material covered includes place names, historic dates, and vocabulary terms specific to the Acadian experience that students are unfamiliar with and, therefore, which pose difficulty and provoke much discussion once students comprehend the content of the material.

Writing skills practiced -- in French and/or English

- taking notes clearly and concisely
- expository writing
- creative writing (optional)

Study skills practiced --

- listening comprehension
- map reading
- memory
- oral interview
- group work

New Vocabulary

Although the central purpose of this unit is not the acquisition of new vocabulary, teachers should be certain that students comprehend the following list of terms and/or can identify or locate them.

Acadia
Nova Scotia
Acadians
Cajun
French Canadian
Franco-American
Grand Pre
Le Grand Derangement
Cajun Fais Do-Do
habitant

coureurs de bois
allegiance
deportation
expulsion
exile
migration
assimilation
demography
ethnohistory
culinary and nautical terms that appear in the text of recipes or songs.

DAY ONE: Historic Aspects

Specific Objectives:

1. To establish the similarities between Acadians and other minority groups.
2. To trace the migration of the Acadians from France to the New world.
3. To characterize this group for the student.

Materials needed for lesson: Days 1 and 2
- Overhead projector
  - Transparencies & overlays
- Handouts: Student maps
  - France
  - Acadia
- Visuals:
  - Wall maps of Canada, Acadia, U.S.
  - Grand Pré brochure
  - L'Acadie historique

Outline	Techniques of Presentation and Suggested Activities
I. INTRODUCTION - 1604-1713	Review Chapter II of Canada Past and Present. Relate student information about family origins with country of Canada by locating towns, etc., on wall map.
A. Definition of terms 1. Acadia 2. The French 3. The Acadians 4. minority groups	Use wall map to show location of Acadia past and present.
B. Importance of location of Acadia	
C. History of disputes over this region. 1. Establishment of the French at Port Royal in 1604 (Compagnie d'Acadie) 2. Destruction of Port Royal by British in 1613 3. British acquisition of Acadia in 1628 - renamed Nova Scotia.	Locate Port Royal

Outline	Techniques of Presentation and Suggested Activities
4. French regain in 1632 5. 1654 - back to British for 16 years 6. 1679-1710 French	
7. Treaty of Utrecht 1713 and terms a. French withdrew & settled elsewhere b. Acadians remained under British rule	Indicate New France & ceded land
II. The Acadians: Who Are They?	
A. French Origins	
1. 1604 settlement from Champagne	Handout map of France showing old provinces.
2. 1632 - largest group of settlers -- Touraine, Poitou, Bretagne, Saintonge and Normandie.	Use transparency of same Students locate provinces and label them with names & dates.
3. 1671-79: a few from Poitou, Saintonge, Bretagne, Normandie, Aunis, Gascogne, Basque regions.	Locate new provinces on transparency.
B. Characteristics	
1. Independent - "True Republicans" a. Traded with both French & English b. Considered themselves apart from both (farming methods and isolation)	
2. Agrarian rather than fur and fish traders a. Dyke system of farming b. Products - grain and livestock	
3. Peace loving a. congenial and cooperative with Indians b. neutral in struggle between France and England - terms of the treaty - Acadian terms	Assign students to read the French version L'Acadie Historique to 'Hostilite' (covers the same material as lecture but is in French)

Evaluation:

Instruments for measuring student outcomes

A. Test after Day Two:

Answer in complete sentences. (Tests were given in French to advanced classes.)

1. Where was Acadia in 1604-1755?
2. Where did the Acadians come from in France?
3. How did the Acadians differ from the French-Canadians?
4. Why was Acadia disputed territory? What two countries wanted this land?
5. What was the result of the Treaty of Utrecht in 1713? (Answer only as to how this treaty affected the Acadians.)
6. Give two reasons the Acadians were deported
7. Where did the Acadians go between 1755 and 1785?
8. Where is the St. John Valley? Why is it important in this unit?
9. What were two factors that enabled the Acadians to survive as an ethnic group after their dispersion?
10. Where are the main Acadian communities today?

Desired responses:

1. Students should be able to identify Acadia as the region of Nova Scotia and the coastline of New Brunswick on the Bay of Fundy. The intent being that students will distinguish between the ancient Acadia and the Acadian/Cajun regions of Louisiana of today.
2. Students should be able to identify the regions of Normandy, Brittany and the Loire Valley coastal regions as the main area.
3. The apparent disinterest of the Acadians in regard to the dispute between the kings of France and England over new world settlements, the trading of goods with both the French and the English by the Acadians, the farming methods, and the isolation of these people are a few of the differences.
4. The importance of location of this land and its value as an agricultural area are the main reasons. The intent of the question is to make certain that students have understood that France and England were struggling for control

of it and that the Acadians are caught in the middle of the struggle.

5. Response should reflect the student's comprehension of the fact that the French king ceded the Acadian lands to England without considering the effect it would have on the Acadian settlers who would come under British rule. Elaboration would be for the student to explain the options the Acadians had here: to leave Acadia and move into New France or to remain and take the British Oath which is what becomes the final option.
6. The Acadians refused to take the oath. If the British gave them the option to leave Acadia, they feared that the group would join the French of New France and add to their armies against the British.
7. Desired response here is for the student to comprehend that the Acadians drifted from up and down the Atlantic coast back to France, back to America, etc. (Some of my students saw the similarity between the Boat People of today and the Acadians) What I wanted here was for students to see that all Acadians didn't leave Acadia and go directly to Louisiana and settle but rather that it was indirectly that they ended up in Louisiana.
8. The St. John Valley is the St. John River region between the New Brunswick border and Maine. I distinguished between this region and the entire length of the St. John River Valley because the people living in Northern Maine in the Ft. Kent-Edmundston area do. We talked at length about the Valley dialect, etc. and I wanted the students to verbalize this awareness. If teachers have not visited this region or do not know of its unique character, I recommend that they substitute here. The importance of The Valley is that this is where the small core of Acadians who returned, landed in 1785.
9. Students should comprehend that the language of the Acadians and their strong faith/Catholic religion enabled them to survive as a group after their dispersion.
10. Desired response should include Louisiana, the St. John River Valley, and areas of early Acadia around Moncton, New Brunswick.

B. Writing assignments and/or student dramatizations of:

After Day Two:
- Colonel Winslow's speech to the Acadian men on September 5, 1755.
- A dialogue between father and son in which the father attempts to explain why they are being forced to leave Acadia.
- The return of the Acadians to the St. John Valley Settlement of 1785.

After Day Three:
- Interpretation of a segment of Longfellow's poem "Evangeline"
- Discuss the relationship between the poetical representation of "Evangeline" and the historical text from which it is taken. (Short essay)

After Day Five:
- Interpretation of a Cajun dance by group volunteers
- Translate "Le Pecheur Acadien" into English and discuss words with class, or translate "Le Fleur du Souvenir" and discuss its message.

After Day Six:
- Copy recipes that your family has handed down from generation to generation and share them with class members. (I gave students until the unit's completion to turn in this assignment as many of them had to research with relatives not living at home.)
- Relate the culinary contributions of the Acadians to their early history and that of the United States where they settled. (Tell how their historic experiences affected the culinary contributions)

C. Projects

Assignments after Day Two and due prior to the end of the semester in which the unit was presented.

- Collect oral histories of family or community members who know of contributions that Acadians made to this community and share them with the class. Students who were not Acadian were encouraged to do this with their own ethnic group.
- Family tree projects--list professions also.

- Select your own historic project with teacher approval
- Paint your interpretation of the Acadian expulsion
- Read "En Acadie Avec Antonine Maillet" and report orally to the class

Assignment after Day Three
- Art project showing Evangeline's search
- Art project of Evangeline--the characters
  Project could be a painting, a figure dressed as Evangeline or scrapbook of drawings, etc.

Assignment after Day Eight
- Prepare a favorite food that comes from your ethnic heritage and share it with the class

Students brought many family treasures, news clippings, photographs, etc., relating to their heritage and shared them with class members.

- Students planned and presented a multicultural refreshment hour for our community during our annual upen house. They selected their favorite finger desserts from their own ethnic heritage. They served as hostess for the evening and explained the activity to parents and friends.

- My French students enthusiastically combined with the Franklin High School French students to hear a French-Canadian musical presentation done by The Psaltry. This was especially an achievement as the student bodies of both schools express a 'healthy'rivalry.

- Students would report Canadian/Acadian news that they had heard or read in the media.

Other teachers:
Fellow colleagues would inquire about the material we were covering in French because they would overhear students talking about the unit, and some of them would discuss their Franco-American heritage with me and the students. They showed an active interest in all the field trips we took throughout the year which related to this unit and in all the activities we did.
Administrators provided substitutes for me when necessary, encouraged community involvement, and attended as many functions related to our work as possible. They also approved professional leave for me to pursue conferences or

workshops related to the unit's work.
Parents willingly served as chaperones on our field trips and at our concerts. They supported the student participation and took an active part in insuring the success of our project during open house.

Report of Tryout of Unit:

A school-wide survey disclosed that 30% of our high school student body was Franco-American. Although my students continued to visit Canadian relatives, they knew little about the contributions French-Canadians had made in the settlement of North America or of the culture they had inherited from them. Furthermore, I was encountering parents who were apologetic in regard to their French-Canadian backgrounds. "We speak the bad French," they would say to me in spite of my verbal plea to them that they nurture their child's interest in his/her French language and culture. Finally, a look into the school curriculum informed me that no effort was being made in other departments to acquaint this student body with their heritage. I reasoned that unawareness on the part of the students might contribute to the lack of interest and self-image that many of the Franco-American students exhibited toward their Frenchness.

Few - if any - had heard of the Acadians in the Maritime Provinces of Canada or Louisiana, nor knew anything about the fictional heroine "Evangeline". I decided to develop this unit on the Acadians because names of students such as Daigle, LeBlanc, Laundry, Boudreau, Albert, etc., indicated a strong Acadian influence in our community. Also, I felt that I could personally add a dimension to this study because of my experiences living in Louisiana among the Cajuns prior to coming to New England. Lastly, the unit could easily be adapted to the history department's curriculum for the course called "Minorities" and by the home economics department for unit taught on ethnic foods.

I used a multidiscipline approach in my French class because I wanted to monitor student interest in the various areas. I discovered that students were extremely interested in the history and cuisine of Acadians. They enjoyed listening to Acadian music but the number that wanted to actively participate in singing was small. However, total participation was achieved during the two field trips that focused on Acadian/French-Canadian music. Students also enjoyed the work we did with "Evangeline" and became very interested in her as a heroine, but they expressed an interest in reading the entire poem instead of the section I selected to present to them on record. They wanted to know about Acadian art--a topic I had not included because of the lack of materials and knowledge of it. They also wanted to know more about current literature and music of Northern and Southern-Acadians. They encouraged me to search for movies on the group, and almost 100% wanted a field trip to Grand-Pre or Louisiana by the time the unit was finished.

Most important of all, the students and I found the work we did on the Acadians was the most exciting work we did all year. They became involved. They involved their parents and their community. Some went beyond community - back to Canada to share with family there what they had learned about them and their ancestors, and, in turn, brought back to the classroom experiences told to them by their Canadian relations. I know from parental response, student discussions and projects that the study we undertook caused an increased pride in and respect for not only the target ethnic group but those of all students in the course. By the unit's completion, I overhead students telling others "I am 100% Franco-American." I honestly cannot say it raised academic scores of these students, but their attitudes were certainly beautiful and they were interested in learning French.

The projects students undertook lasted beyond the unit's time frame - and school year. By the close of the school, a number of students had submitted requests to extend our study on the Acadians into next year. Collecting oral histories from various community members, inviting guest speakers, compiling a cookbook on local Acadian foods, and exhibiting a photographic display of Acadian ancesters during open-house were some of the ideas they suggested. I would say that if there were a problem in teaching the unit, it would be: How to limit the enthusiasm it inspires in order to cover other material that one must cover in a language class.

The success of the unit encouraged me to seek solutions to this problem. I approached the home economics department first and asked the foods teacher if she would include the Acadian meal as one of her ethnic plans for next year. She has agreed to do so. The history department has agreed to meet with me and discuss the possibility of including some material on Acadians in their curriculum. I have offered to teach this lesson, if it would facilitate the members of the department. I am ordering French-Canadian/Acadian literary works through the assistance of the library and encouraging English teachers to accept student reports, etc. on these works. Because they are in French, I will agree to evaluate the student's understanding of content.

I would advise one to move slowly in an effort to include others to assist in the unit because most teachers have their plans finalized and are reluctant to include something they may know little about. That is why I offered to begin the work whenever possible. If I am fortunate enough to get teachers to continue, I intend to encourage a team effort suggesting that if those of us involved would teach the various aspects of the Acadians at the same time, students could enjoy the concentration of learning and see the total picture more readily. I believe the value of the unit to the 30% of my student body who is French, merits the time and effort I have given it.

Reaction Form For the Unit on Acadians

CONTENT:

1. Were the facts on the Acadians presented in a clear and systematic fashion?
2. Do you feel you understand the history presented?
3. What would you like to know more about?
4. What would you omit or decrease?
5. Five years from now, do you think you will remember the general experience of the Acadians?
6. What field trip did you enjoy most? Why? Are there other field trips you would like to have taken?
7. Could you make pleuilles for your friends? Would you? What Acadian food would you like to cook for a friend? Would you choose it over something else? Why?
8. Would you like to go to a Fais Do-Do? Would you like to learn to play the spoons? Do a jig?
9. If you could hear the Suroit again, would you pay $3.75 to go see them? Why? Why not?

METHOD:

A. Delivery
   1. The lecture method was used mainly in presenting the academic content of the unit. How could it be improved?
   2. Would another type of presentation be more effective? (example: Students read text prior to discussing it; then follow-up in class by student-centered discussion, etc.)

B. Visual Aids used: (maps, handouts, slides, records, etc.)
   1. Were they helpful?
   2. What visuals did you find most effective?
   3. What would you leave out or include more of it you were teaching the unit? (put a + if you would add; a - if you would omit; leave blank if you were satisfied with the amount.)
      a. slides ________
      b. recording of Acadian music _____
      c. recording of Evangeline ______
      d. maps on overhead ________
      e. maps to students ________
      f. outline of "Evangline" to students _____
   4. What would you include that was not provided?

EVANGELINE

Henry Wadsworth Longfellow

PRELUDE

This is the forest primeval. The murmuring pines and the hemlocks
Bearded with moss, and in garments green, indistinct in the twilight,
Stand like Druids of old, with voices dead and prophetic,
Stand like harpers hoar, with beards that rest on their bosoms,
Loud from its rocky caverns, the deep-voiced neighboring ocean
Speaks, and in accents disconsolate answers the wail of the forest.

This is the forest primeval; but where are the hearts that beneath it
Leaped like the roe, when he hears in the woodland the voice of the huntsman?
Where is the thatch-roofed village, the home of Acadian farmers,
Men whose lives glided on like rivers that water the woodlands,
Darkened by shadows of earth, but reflecting an image of heaven?
Waste are those pleasant farms, and the farmers forever departed!
Scattered like dust and leaves, when the mighty blasts of October
Seize them, and whirl them aloft, and sprinkle them far o'er the ocean.
Naught but tradition remains of the beautiful village of Grand-Pre.

Ye who believe in affection that hopes, and endures, and is patient,
Ye who believe in the beauty and strength of woman's devotion,
List to the mournful tradition still sung by the pines of the forest;
List to a Tale of Love of Acadie, home of the happy.

* * * * * * * * * * *

PART I AND PART TWO (SEE OUTLINE)

(lines 1381-1399)

Still stands the forest primeval; but far away from its shadow
Side by side, in their nameless graves, the lovers are sleeping.
Under the humble walls of the little Catholic churchyard,
In the heart of the city, they lie, unknown and unnoticed.
Daily the tides of life go ebbing and flowing beside them,
Thousands of throbbing hearts, where theirs are at rest and forever,
Thousands of aching brains, where theirs no longer are busy,
Thousands of toiling hands, where theirs have ceased from their labors,
Thousands of weary feet, where theirs have completed their journey!

Still stands the forest primeval; but under the shade of its branches
Dwells another race, with other customs and language.
Only along the shore of the mournful and misty Atlantic
Linger a few Acadian peasants, whose fathers from exile
Wandered back to their native land to die in its bosom.
In the fisherman's cot the wheel and the loom are still busy;
Maidens still wear their Norman caps and their kirtles of homespun,
And by the evening fire repeat Evangeline's story.
While from its rocky caverns the deep-voiced, neighboring ocean
Speaks, and in accents disconsolate answers the wail of the forest.

OUTLINE OF LONGFELLOW'S "EVANGELINE"

PART ONE

I. a. The little Village of Grand-Pre (lines 20-57)
b. The farmer and his daughter (58-81)
c. Evangeline's home (82-102)
d. Evangeline's Suitors (103-47)

II. a. An autumn evening (148-217)
b. Benedict and Basil (218-67)

III. a. The notary (2680329)
b. The marriage contract (330-52)
c. The curfew (353-81)

IV. a. The betrothal feast (382-419)
b. The gathering at the church (420-59)
c. Father Felician (460-86)
d. The evening service (482-86)
e. The ill tidings spread (487-523)

V. a. The mournful procession (524-67)
b. The tumult and stir of embarking (568-84)
c. Night on the shore (585-612)
d. The burning of the village (613-35)
e. Benedict's death (636-65)

PART TWO

I. a. Evangeline begins her search for Gabriel (lines 666-740)

II. a. Her journey down the Ohio River (741-82)
b. Gabriel's boat passes unseen (827-62)
c. Evangeline is inspired with new hope (863-87)

III. a. Evangeline and Father Felician find Basil (888-934)
b. Gabriel's errand (935-58)
c. A reunion of old friends (959-1058)
d. Basil and Evangeline follow Gabriel (1059-77)

IV. a. Gabriel's wanderings (1078-1115)
    b. The Indian woman's tale (1116-64)
    c. The Jesuit Mission (1165-1235)
    d. The finding of Gabriel (1320-80)

V. a. The Sister of Mercy (1258-97)
    b. The pestilence (1298-1319)
    c. The finding of Gabriel (1320-80)

Handout:

PLEUILLES - BUCKWHEAT PANCAKES

Pleuilles are a speciality of Madawaska and are not found anywhere else in Acadia. There are spelling variations (ployes, plogues, ploughes). They are a buckwheat crepe or pancake whose preparation and appearance vary greatly from the ordinary pancake, and they usually accompany the main meal as a bread substitute. The pleuilles can, however, be eaten as a dessert with molasses or maple syrup.

1 cup flour
1 cup buckwheat flour
2 tsp. baking powder

boiling water

(salt, butter)

Sift together in large bowl. Dilute with cold water (from tap), but leave very thick, about consistency of cake batter. Pour boiling water over mixture until it is thin enough to pour on griddle (usually spooned - 3 Tbs. batter = 1 pleuille) beating all the time

Add 1 tsp. salt, beat to mix.

Let stand for several minutes while you prepare the griddle or skillet. If using electric skillet, turn heat as high as it will go.

Spoon mixture on griddle forming round cakes about 4 inches in diameter. Cook until the top is completely dotted with "eyes". Do not turn. Lift from griddle and butter.

SOUPE A LA BAILLARGE (BARLEY SOUP)

This soup is a vegetable-meat soup which has different names in different regions. Sometimes it is called Soupe du dimanche (Sunday soup); Soupe à toutes sortes de choses, Soupe à n'importe quoi, Soupe à l'orge; Soupe au barlé, Soupe à la baillarge (a combination of barlé and orge = baillarge), or simply Soupe aux legumes. In any case it was always considered as a Grosse soupe as it was a complete meal in and of itself and it was eaten especially at noon on Sunday at the return from Mass. It was usually made on Saturday to be reheated on the back of the stove on Sunday while the family attended Mass because the flavor improved with the reheating. In recent years people use beef stew meat to make it, but formerly it was always made with salt pork.

1 soup bone (beef hock preferred)
1/4 cup cold water
Salt, pepper, and spices
2 chopped onions
1/2 cup of dried vegetables
  (peas, beans)
1/2 cup barley

4 cups of raw vegetables
  cut into small pieces
    carrots
    turnips
    green beans
    peas
    chopped cabbage
    shell beans
    corn on the cob or cut
potatoes peeled and whole
pieces of corn on cob
carrots in large sections
turnips in large sections

Wash the meat and put it in a large kettle with cold water. Bring to a boil and skim until the broth is clear. Add salt, pepper, spices and onions. Cook slowly for 1 hour.

Add beans, dried peas, barley after having washed and soaked them for 1/2 hour. Let simmer 1 1/2 hours.

Add all fresh vegetables. Let cook 1 hour more. Just before serving, remove the meat, whole vegetables, and those in large chunks. Serve the soup first, followed by the meat with the potatoes and vegetables.

"Soupe à la baillarge" from *La Cuisine traditionnelle en Acadie*, Editions Internationales Alain Stanké.

"La Fleur du Souvenir"

A.T. Bourque

1. Ce n'est q'une rose flétrie,
Mais toujours bien chère à mon coeur,
Une humble fleur de l'Acadie,
Que je conserve avec bonheur,
C'est au pays d'Evangeline,
Qu'elle s'épanouit autrefois
Sur le penchant d'une colline
Que protégeait un beau grand bois.

Refrain
Petite fleur, rose éphémère,
Tu vis le jour au pays de Grand-Pré,
Ici sur la rive étrangère,
Tu me parles d'une doux passé.
Ici sur la rive étrangère,
Tu me parles d'un doux passé.

2. Un jour, il m'en souvient encore,
J'allais partir pour d'autres cieux,
Hélas c'était la sombre aurore
De l'exil de jours malheureux.
Mais alors une voix bien chère
Me dit: "Prenez ce souvenir"
La plus belle fleur de la terre,
Qu'elle embaume votre avenir.

"Evangeline"

Paroles et musique: A.T. Bourque

1. Je l'avais cru ce rêve du jeune âge,
Qui souriant m'annonçait le bonheur,
Et confiante en cet heureux présage,
Mes jeunes ans s'écoulaient sans douleur.

Il est si doux au printemps de la vie,
D'aimer d'amour les amis de son coeur,
De vivre heureux au sein de la Patrie,
Loin du danger, à l'abri du malheur,
Loin du danger, à l'abri du malhaur.

Refrain
Evangeline, Evangeline, tout chante ici,
Ton noble nom
Dans le vallon, sur la colline,
L'écho répète et nous répond:
"Evangeline, Evangeline!"

2. Qu'ils étaient beaux ces jours de notre enfance,
Cher Gabriel, au pays de Grand-Pré,
Car là régnaient la paix et l'innocence,
Le tendre amour et la franche gaieté;
Qu'ils étaient doux, le soir sous la charmille,
Les entretiens du village assemblé;
Comme on s'aimait! Quelle aimable famille,
On y formait sous ce ciel adoré!
On y formait sous ce ciel adoré!

"Le pêcheur Acadien"
(Ode à la mer)
Paroles et musique: A. T. Bourque

1. La mer est mon domaine, je suis fils de Breton
A l'océan que j'aime, j'adresse ma chanson,
J'adresse, j'adresse, j'adresse ma chanson.
O mer belle et sublime dans ton immensité,
A toi ce chant cet hymne, pour louer ta beauté
O mer belle et sublime dans ton immensité,
A toi ce chant cet hymne, pour louer ta beauté

Refrain
Roule et chante ô vaste océan,
Berce, berce-moi sur ton sein,
Chantons la vie et l'agrément
Du fier pêcheur du gai marin.
Filant sur l'onde amère,
Le matelot vogue gaiement
Sans craindre la colère
Et la fureur des éléments.
Chantez, chantez là, gais matelots,
Filez sans crainte bravant les flots,
Chantez, chantez là gais matelots,
Filez sans crainte bravant les flots,
Chantez, chantez, là gais matelots,
Chantez, gais matelots.

2. Berce dans ma nacelle, faible jouet des flots
Jamais crainte mortelle, ne trouble mon repos
Ne trouble, ne trouble, ne trouble mon repos
Au ciel que je regarde, veille le Créateur,
Du danger il me garde, ce Dieu mon protecteur,
O mer belle et sublime dans ton immensité.
A toi ce chant cet hymne, pour louer ta beauté.

"Le Réveil de l'Exilé"
Légende et Mélodie de A. Robichaud

1. Un pauvre déporté de la vieille Acadie,
Un soir d'automne assis sur un rocher désert,
Tout tremblant par le givre et pleurant sa patrie
Repassait en esprit ce qu'il avait souffert,
Songeant à ses foyers, ses parents et ses proches
Regrettant sa maison, ses guérets et son pré,
Le temple du village et le doux son des cloches
Il s'étend sur la pierre et s'endort épuisé.

Refrain
O chère Acadie, bien souvent de ton sol je vois,
Et la belle prairie, et les côteaux et les grands bois,
L'étoile bénie, me guidera vers la patrie,
J'irai voir encore mon bien, mon trésor.
J'irai voir ma chère Acadie.

2. La nuit était tombée un repos bienfaisant
Vint lui faire oublier un moment sa détresse
Bientôt il s'éveilla sous le souffle puissant
De la brise des mers. O suprême allégresse,
L'Etoile de la Vierge, aux moments de l'aurore,
Apparut à ses yeux puis lui parlant tout bas:
"Tu me verras un jour ornant le tricolore;
Entonne avec espoir l'Ave Maris Stella."

PROJET CANADA

Contributing teacher: Anne G. Kempers
Waterville High School
Waterville, Maine

Target audience: third-level French students, sophomores and juniors (the majority are sophomores, who began their study of French in grade 7, and completed level I during grades 7 and 8, so that in fact this is their fourth year of exposure to French).

Time frame: three to four weeks, depending on interruptions and student ability. Classes meet 40 to 50 minutes each day.

Goals:

A. To increase student's knowledge about Canada and foster an appreciation of the country and its problems, including:
   1. history and government
   2. geography (political, economic and physical)
   3. population, ethnic groups, location, etc.
   4. principal products
   5. leisure activities and sports
   6. "Le Québec"

B. To strengthen four areas of French language skills: listening (understanding), speaking, reading, and writing
C. To increase skills in research methods
D. To teach team work
E. To improve oral presentation skills
F. To teach how to prepare materials on spirit-masters for copying
G. To understand some problems of teaching

Objectives:

Students should gain:

A. more knowledge of Canada than most Americans have
B. the ability to discuss Canadian topics in French
C. the ability to recognize the problems of translating
D. the ability to write reports in French
E. the ability to use classmates as resources for learning

Resources and equipment:

A. Test materials: this must be developed to fit needs of each individual class, as it will depend on the information presented by the students, and on the questions they submit. Teacher should, naturally, make additions if obvious and important items are omitted. (1980--there were two classes and therefore two different tests--cf. enclosures)

B. Reference materials: this is a partial list only. What is important is that students use primarily Canadian-produced materials, and avoid depending on encylopedias. Most of the publications are by the Canadian or Quebec government presses, and are available at no cost or for postage alone. Those marked by the asterisk are available in quantity so that each student can have a copy, or at least there are several copies on hand. Titles are listed in no particular order of importance.

1. French language materials:

*Un Regard sur le Canada
Le Canada pictoresque
*Canada illustré
Voici le Canada
l'Almanach du Peuple
En Parcourant le Canada
Collection Grand Soleil
Les Disciplines Olympiques
Jeux de la XXIe Olympaide
*Le Nouveau Monde
Le Quebec touristique
La Ville de Québec
le Québec vous acceuille
Le Sud du Québec
Les Sanctuaires de Québec
Québec Plus
Guide culturelle de Québec

2. English language materials:

Canada Past and Present
Canada: Yearbook (most recent editions)
Canada Today (periodical)
Facts on Canada
A Canadian Journey
Atlantic Monthly, Nov. 1964

National Film Board of Canada Catalogue
Quebec: A Whole New world

3. assorted realia and pamphlets, articles on specific subjects, depending on student interest

C. Audio-Visuals:
   1. Films (from National Fiom Board of Canada, no charge)
      Voici le Canada (excellent for introduction to unit (0272-568, 28 min., color, in French
      Message de Propagande, 0374-143, 13 min., color, bi-ling.
      le Bouclier Canadien, 0264-155, 11 1/2 min., color, French
      Louisbourg, 0272-553, 20 min., color (not available for this year, not sure of language)
      n.b. this is not a fixed list--there are many other good films available, and they could be varied each year.
   2. Teacher's personal slide show from Can/Fram trip, 1979
   3. 16mm. sound projector
      carousel slide projector
      overhead projector (requested by students for their presentation)
   4. Cooperation of media center staff and social studies department in assembling materials
   5. Bulletin board display: maps, posters, (set of famous Canadians, set of provincial flowers and coats-of-arms) later--student-made charts, graphs.

Learning Activities:

A. Teacher
   1. Order films well in advance, sign up for a.v. equipment
   2. Collect and organize reference materials
      a. write to sources, if necessary
      b. provide some sets with enough copies for all students
      c. have materials on special interest areas for individual projects
   3. Arrange bulletin board to "advertize" unit and arouse student interest
   4. Plan sequence of student activities:
      a. films (choose one for introduction)
      b. choosing teams (3-4 students each) and assignment of topics

Learning activities - continued

        c. time allowance for student research
        d. student presentations
        e. teacher-led class review and summary
        f. collection of student written reports, vocabulary lists, student questions
        g. final test, based on student-prepared items, edited and amended by teacher

B. Students
    1. View films, discuss and review them
    2. Form teams, choose research topics (with teacher guidance
    3. Some students may opt to work alone on more specific topic (see below)
    4. Study of materials and research to be done in class
        a. teacher serves as resource person, guide
        b. general access to all of materials, sharing necessary
    5. Preparation of reports
        a. oral report (not to be read word for word)
        b. written report (more detail possible)
        c. list of vocabulary items, charts, maps, as necessary
            (1) on spirit master, for distrubution
        d. questions on topic, for use in unit test
    6. Presentation of oral reports
    7. Group reassessment and review of all materials
    8. Final unit test

Evaluation

A. No pre-test, but informal discussion revealed general lack of knowledge of the material
B. Copies of both final tests attached
C. Topics for research and reports: after the first group was covered by teams, individuals or groups could choose from the second list, or make suggestions
    1. Required: géographié
        population
        produits
        histoire
        gouvernement
        sports et loisirs
        le Québec
    2. Optional: le Canada touristique
        la cinema au Canada
        les provinces maritimes
        le roman (le poesie, etc.) canadien(ne)

D. Students received grades on:
   1. Oral report
   2. Written report
   3. Vocabulary lists, questions
   4. Other materials, when presented
   5. Final test

E. Student satisfaction with unit (no written questionnaire, but one is planned for next year) - by teacher observation:
   1. Interest high in beginning
   2. Students impressed by amount of material available, but annoyed at not being allowed to go to media center and copy from encyclopedia
   3. Frustrations with translation when basic information was in English
   4. Frequent poor attention to each other's oral report, due mostly to lack of comprehension when others read--and not usually very clearly
   5. Realization at end that they had learned quite a lot

Comments on first try-out of unit:

A. Project begun in April and tied in well with exchange visit with a school in southern Quebec.

B. After the unit's completion, students probably knew more about Canada than most of the U.S. population, and had much better attitudes towards the country.'

C. Things to change and/or improve
   1. Questions suggesting items to seek out should be given with each topic for report. Students have not had enough experience in research, and do not know enough French to work entirely on their own. Specific limits on length of written report, number of questions and vocabulary items, and length of oral report should be provided.
   2. Be sure all students understand how to prepare spirit-master sheets. They enjoy doing this, but we had several come out inside-out, etc. Teacher should check the information and spelling, etc., before students prepare the master copies.
   3. Some topics are easier to prepare than others. teams which have weaker students should be encouraged to choose such topics. Highly talented students should be urged to do something original.

Comments on first try-out unit - continued

4. Ask if any students know of community resource persons who could add information to the project. (We had the father of one student who had been a member of the Canadian National Ski Team in the early 60's, who came and spoke to both classes--in French and English).
5. Oral reports: students should be guided to make notes, but not permitted to read entire reports. Dates can be written out. The best report we had was done by 3-4 who worked together, using overhead projector, maps, and the chalkboard. The more visuals here the better.

Distribution of time:

A. Films: one should be used to introduce unit, and then others can either be shown all together, or throughout the unit. Each will take (with post-discussion) at least half, if not most, of period.

B. The second day would be taken mostly by assignment of teams and topics. If there is time on the first day, the general outline of the project should be made, so that students will be ready to organize their teams and pick their topics. The more choice they have (for teams and topics) the better they will work.

C. Research and preparation will take at least 4 to 5 days. During this time, teacher serves as a consultant, resource person, "librarian," and advisor.

D. Oral Reports--done by teams, working together, will take from three to five days.

E. Recapitulation and review: two to three days. This is when the teacher can insert important items which students have omitted or overlooked, and reemphasize others.

F. Final test: may not even take a full period.

n.b. It may be wise to take a break at least once per week during the project to review other materials, especially if some particular need shows up during the project work. There is a danger that the information alone becomes too important and the use of English takes over. The students enjoy the break from grammar and vocabulary drills and lab. work, but they should not be allowed to forget that they are in a French class!

Canada Epreuve

I. Choisissez la lettre de la réponse correcte:

1. L'O.M. F. est - a. une école secondaire québecois b. une organization internationale c. le bureau du cinéma canadien
2. La population du Canada est environ - a. 23,000,000 b. 20,300,000 c. 2,300,000
3. La capitale du Territoire de Yukon est - a. Yellow-Knive b. White Horse c. Pink Mountain
4. La législature canadienne s'appelle - a. le Sénat b. l'Assemblé nationale c. le Parlement
5. La capitale du Québec est - a. Montréal b. Trois Rivières c. Québec
6. Le Canada est devenu une nation il y a environ - a. 115 ans b. 75 ans c. 250 ans

II. Dites si le de la phrase est Vrai ou Faux.

1. La Reine Elizabeth II a choisi la capitale du Canada.
2. La plupart des Indiens au Canada habitent dans les reserves.
3. Jacques Cartier fonda la ville de Quebéc.
4. Le Canada est borné par deux océans.
5. La majorité des Canadiens habitent dans le Sud du pays.
6. Le système de musées, de centres culturels, et de parcs nationaux est bien organisé en Canada.

III. Repondéz par 2-3 mots en français si possible

1. Nommez deux des premières provinces.
2. Donnez les capitales de trois provinces (sans compter le Québec et le Yukon.)
3. Quels sont trois produits principaux du Canada.
4. Il y a trois villes au Canada dont la population dépasse un million. Nommez-en deux.
5. Comment s'appelle le premier Ministre du Canada d'aujourd'hui.
6. Quelles sont les deux plus grandes divisions ethniques du Canada.

Extra: choisissez une question.

1. Comment s'appellent les montagnes au nord de Québec

Ou

2. Combien de joueurs y a-t-il a une équipe de football au Canada.

Canada Epreuve

I. Choisissez la lettre de la réponse correcte:

1. "Le père de la nouvelle France" fut
   a. Christophe Colomb
   b. Samuel de Champlain
   c. Pierre Trudeau
2. Quelle province n'était pas parmi les premières provinces, in 1867?
   a. l'Ontario b. le Québec c. l'Alberta
3. Le réprésentant de la reine au Canada s'appelle le
   a. gouverneur général b. gouverneur lieutenant
   c. premier ministre
4. Le gouvernement canadien ressemble à celui de la
   a. France b. Autriche c. Grande Bretagne
5. La plus petite province est - a. la Nouvelle Ecosse
   b. l'Ile du Prince Edouard c. le Nouveau Brunswick
6. La capitale de la province d'Ontario est -
   a. Toronto b. Ottawa c. Windsor

II. Indiquez si le sens de la phrase est Vrai ou Faux.

1. Le Carnival de Québec a lieu en été.
2. Les écoles secondaires du Québec sont exactment comme celles des Etats Unis.
3. La plupart des Esquimaux habitent dans les régions du Nord.
4. La majorité de la population du Canada se trouve dans les villes.
5. Il y a beaucoup de sanctuaires religieux au Québec.
6. Le "Bouclier canadien" est une équipe professionnelle de football.

III. Repondez par 1-2 mots en francais:

1. Nommez trois provinces qui ne sont pas déjà mentionnées dans cette épreuve.
2. Donnez les capitales de quatre provinces (sans compter l'Ontario)
3. Quels sont les deux plus grandes villes du Canada?
4. Quel est le sport national du Canada?
5. Nommez trois des produits principaux de Canada.

Extra: (Choix) répondez à une des questions:

1. Qui est (était) Dan George et que fait (faisait) -il?

ou

2. Quelle est la plus nouvelle province et en quelle année est-elle devenue province?

"LES QUATRE SAISONS"
PAR RICHARD ET MARIE-CLAIRE SEGUIN

Contributing Teacher: Brent Quimby
Canaan Memorial High School
Canaan, Vermont

Target Audience: Intermediate French

Time Frame: Five class periods

Goals:

1. To develop awareness of French as the dominant language of Québec, other parts of Canada, and New England.
2. To cultivate an appreciation of French poetry.
3. to develop skills in listening, writing, memorization, recitation and learning new vocabulary in French.
4. To develop drawing and art skills.

Objectives:

1. To recite (or sing along with) a poem by Québécois folksingers
2. To tell the story with art representation of the poem
3. To write the poem from French dictation
4. To practice the future tense of regular and irregular verbs
5. To learn the following vocabulary:
   tant de, tellement de, loin de, dedans, chaque, pareille, feuille, des éclairs, immaculé, les rayons, un brin d'herbe, en fête, la moisson, des champs de blé, rever, grêler, tonner, rendre, fleurir, pousser, boire, monter

Resources:

For Each Student
- --Copy of "Les Saisons" by Raoul Duguay
- --Drawing paper, colored pencils, pens or crayons, colored construction paper to frame drawings, glue

For the Class
- --"La Récolte des Rêves" a recording by Les Séguins, Capitol Records of Canada; and phonograph.
- --Slide presentation equipment; 35mm camera and tripod, film, slide projector and screen.

Learning Activities:

A. Teacher
  1. Buy record or tape "Les Quatre Saisons"
  2. Play recording
  3. Help students take dictation of poem by repeating lines
  4. Direct student's work during translation
  5. Assign scenes and coach colored pencil sketches
  6. Take 35mm slide pictures of students' sketches
  7. Give slide presentation coordinated with music

B. Pupil
  1. Days 1 and 2, students take dictation of "Les Quatre Saisons"
     Days 3 and 4, students translate poem into English
     Day 5, students do a colored sketch of mental picture suggested by one of the verses of the song.
  2. For extra credit or special project have selected students memorize poem and recite in coordination with slide show
     a. to fellow classmates
     b. to other French classes
     c. to parent-teacher association
     d. to school board

Evaluation:

A. Pass-fail in three steps
  1. Dictation
  2. Translation
  3. Sketch

B. Contract grade for special project such as memorization and presentation of show

C. Method for assessing pupil satisfaction
  1. end of unit reaction form (see attached copy)

D. Method of assessing impact on school/community
  1. audience reaction

Report of tryout of unit:

A. The groups I worked with were French I and II high school students mostly of Franco/American background

B. Results:
  1. We found this unit an agreeable break from the grammar text
  2. Student reaction was at first skeptical, but changed with understanding of lyrics

   3. Eager student participation with sketches
   4. Good method for teaching vocabulary
   5. Easy way to show that French is still a viable means of communication for people in neighboring Quebec

C. Advice to teachers
   1. One of the major problems to avoid is a bad recording. Use good equipment. If you can't understand it, it's certain your students won't either.
   2. It's necessary to be able to stop the recording and restart in the same place, so if using a phonograph make sure you have this capability.

Les Saisons
par
Raoul Duguay

As-tu vu tomber l'automne
Et s'endormira le soleil
Tout autour du coeur des pommes?

Quand on sera comme les arbres,
On aura tant de papier
Qu'on sera ouvert comme un livre.
Tout le monde lira notre vie.

Il pleut, il pleut, il pleut
De la peine dans tes yeux.
Il pleut sur toi et moi.
Il pleut avant la joie.

As-tu vu tomber les pommes?
Entendu rêver les arbres
Tout autour du coeur du vent.

Quand on sera comme un grand livre,
On aura tellement de pages
Que chaque feuille sera la bonne.
Tout le monde lira dans nos mains.

Il vente, il pleut, il grêle,
Il tonne des éclairs,
Il neige des étoiles
Dans le blanc de tes yeux.

As-tu vu tomber l'hiver
Qui rend toutes les choses pareilles
A l'immaculé du ciel?

Quand on sera branché en haut,
On fleurira du soleil,
Et nos corps seront des rayons.
Tout le monde lira dans nos yeux.

Il neige, il neige, il neige,
Il neige du soleil,
Il neige sur toi et moi,
Il neige de la joie.

As-tu vu venir le printemps?
Ecouter pousser les fleurs
Tout autour du coeur de la terre?

Quand on sera comme un brin d'herbe
On verra tant de lumière
Qu'on sera en fête à chaque jour
Tout le monde boira dans nos yeux.

Il pleut, il pleut, il pleut,
Et, source de lumière,
Il pleut dedans tes yeux.
Il pleut assez pour deux.

As-tu vu tomber l'été
Sur les beaux grands champs de blé
Tout au loin du coeur de la ville?

Quand on sera comme un jardin,
On aura tellement de fruits.
La moisson sera si grandes
Tout le monde mangera dans nos mains.

Il tombe, il tombe, il tombe,
Il tombe de l'amour,
Il en tombe de toi.
Il en monte dans mes yeux.

Student Reaction Form

	Yes	No
1. Do you like this type of lesson?	____	____
2. Would you prefer we stick to the textbook?	____	____
3. Would you like to do more lessons of this type?	____	____

4. What do you think you learned from this lesson?

5. What do you think is good about this kind of lesson?

LA TAÏGA ET LA BAIE JAMES/
ECOLOGY AND HYDROELECTRICITY IN QUEBEC

Contributing Teacher: Brent Quimby
Canaan Memorial High School
Canaan, Vermont

Target Audience: A. La Taïga et le Complex La Grande: High School French II and III
B. Ecology and Hydroelectricity of James Bay: High School Social Studies, Biology, or Ecology

Time Frame: A. 1 week
B. 1 lesson per day

Goals:

A. Inform students of ecological niche, "The Taïga"
B. Inform students of one of the world's largest hydroelectric projects, the "La Grande Complex"
C. Teach vocabulary of ecology
D. Bring awareness to students of need to meld economic and environmental needs
E. Provide awareness of neighboring Québec's potential to help meet New England's energy needs.

Objectives

A. Know the process of the production of hydroelectricity
   1. understand the consequences of dam building
   2. debate the dilemma of energy versus environment
B. New Vocabulary
   1. English version:
      - the taïga
      - tundra
      - boreal
      - littoral
      - conifer
      - species
      - morphology
      - "bonsai"
      - fauna
      - alpine
   2. French version:
      - la taïga
      - la toundra
      - boréale
      - littoral
      - conifère
      - les espèces
      - la morphologie
      - "bonsai"
      - la faune
      - l'aulne
      - le bleuet
      - la cladonie
      - la sphaigne
      - le lièvre
      - l'ours noir
      - le porc-épic
      - l'orignal
      - le nénuphar

brulis
pessières
tourbières
le bonleau
l'épinette noire
le mélèze
le saule
la moustique
le castor
le lagopède
la savagine
l'embouchure
denivelé
digues

C. Develop silent and oral reading skills
D. Answer questions on reading
E Develop debate or discussion skills

Resources

A. Full-color pamphlets available in either English or French
   1. Provided free or at a minimal fee by:
      Société d'énergie de la Baie James
      Direction Relations publiques
      800 boul. de Maisonneuve est
      Montréal, Québec, Canada
      H2L 4M8
B Titles available
   1. "La Taïga et le reboisement à la Baie James"
   2. "The Taïga and the reforestation of the James Bay Region"
   3. "Le Complexe La Grande"
   4. "The La Grande Complexe"

Learning Activities
A. Teacher Activities
   1. Write to obtain desired pamphlets
   2. Introduce new vocabulary
   3. Lead readings and class discussions
   4. Make up questions over readings
   5. Lead debate, "Energy vs. Environment"
   6. Prepare quiz
B. Pupil Activities
   1. In-class or assigned vocabulary work
   2. Vocabulary quiz
   3. Reading
   4. Homework questions or essay
   5. In class discussion

Evaluation procedures
A. Measure student outcome
   1. Vocabulary quiz
   2. Short answer or essay questions

Evaluation procedures - continued

B. Method for assessing pupil satisfaction
  1. End of unit reaction form

C. Method for assessing impact on school/community
  1. feedback directly to teacher
  2. feedback to teacher through student

Report of tryout unit

A. Small group of French 3 students

B. All learned about something that they never knew existed

C. Advice to other teachers
  1. be sure and teach the vocabulary first
  2. bulletin board projects can be assigned if larger pictures can be obtained either through magazines or by writing to the Société de l'énergie de la Baie James.

Sample Questions over la Taïga

1. Où est la taïga?
2. Quelle tribu indienne habite la taïga depuis plusieurs millénaires?
3. Que vont devenir les Cris?
4. À quel but a-t-on construit le barrage LG2?
5. Quelle espèce d'animal retrouve-t-on dans les habitats riverains?
6. Quelle est la dernière étape du reboisement?
7. Quand se terminera la première phase du projet?
8. Pourquoi a-t-on choisi la Baie James?
9. Pourquoi est-ce qu'on a décidé d'entreprendre ce projet?

Evaluation of la Taïga Unit by Student

1. Had you ever heard of "la taïga" before?
2. Had you ever heard of the dams of the La Grande Complex?
3. Would you like to know more about this project?
4. What is your opinion of learning about Quebec or other parts of Canada?
5. Is there a particular subject about Canada that you would like to know more about?

BOULES/PETANQUE - LAWN BOWLING

Contributing Teacher: Sarah Wheeler
Brockton High School
Brockton, Massachussetts

Target Audience: High School French students. Can be adapted for social studies as well.

Time Frame: Two consecutive days.

Goals: To demonstrate to teachers and students alike that an interdisciplinary course of study need not always pertain to serious academic activities, but can also encompass fun, out-of-doors, and participation activities.

To expose students to the history and cultural heritage of the game of "boules" or "pétanque" including the terminology and regulations.

Objectives:

To take part in the alignment of the playing field.
To participate in an actual contest, or game of "boules" (or "pétanques") which is a game or sport very popular in all francophone countries, as well as in Spain (petanca), Italy (bocci) and England (a form of bowling on the green).

Resources:

- -- Display: posters, booklets, magazine pictures, plastic boules, lead (real) boules
- -- Handouts:
  1. Historic background
  2. Regulations of the game
  3. Plan of playing court
- -- Lime (or chalk) and measuring devices for court alignment
- -- Playing field

Learning Activities:

- -- Reading and understanding the historic background. This can include group discussions, or even a short quiz.
- -- Reading and understanding the rules.
- -- Setting up the playing field.

Learning Activities - continued

-- Playing the game. As long as the rules of the game are understood by team members, English being the "langage de base" one could envision a contest between teams of differing languages, as well as unilingual teams. Examples: the "Anglos" vs. the "Francos" or the "Brits" vs. the "Frogs."

Histoire

Le jeu de boules, pratiqué depuis la plus haute antiquité, était considéré par les Grecs comme un exercise sain; les boules devaient être projetées le plus loin possible, ce qui ressemblait davantage à un jeu de force. La version Romaine consistait à les lancer, mais en essayant d'atteindre un but.

Au Moyen-Âge, cet amusement fut si populaire auprès des Francais que le roi Charles V émit une ordonnance le 23 mai 1369, pour défendre à ses sujets de lancer les boules! Il commanda aux sénéchaux baillis de remplacer ce jeu par le tir à l'arc et l'arbalète. De l'autre côté de la Manche, les Anglais s'y livrent dans les boulingrins: petits prés dont le gazon est ras tondu.

Au XIX ème siècle, désigné sous le nom de "jeu de sages", au grand plaisir de ses adeptes, il inspira à M. Blanc de Fugeret, en 1817, ce petit poème:

"Le jeu d'échecs est trop savant
Je fuis un plaisir qui m'occupe;
Aux jeux de cartes bien souvent
L'homme devient fripon ou dupe
En vain le billard tant vanté
Vient m'offrir sa queue et ses poules!
Pour le plaisir et la santé
Vive le noble jeu de boules!

Plus tard, il prit le nom de sport-boule ou boule lyonnaise; c'est d'ailleurs à Lyon (France) que revient l'honneur des premiers concours, en 1896, ainsi que les premiers Championnats de France en 1924 et du Monde en 1948.

La première variante de la boule lyonnaise apparaît dans le Midi de la France. Au jeu de boules géré par les frères Pitiot, Jules le Noir, perclus de rhumatismes, ne pouvait que regarder ses amis jouer et, à l'occasion, retourner les boules qui s'aventuraient près de lui. Son ami, Ernest, lui offrit de faire une partie sans bouger les pieds.

Il n'en fallait pas plus pour faire naître la pétanque qui origine de la contraction des deux mots "péou-tanqué" signifiant: pieds joints.

Au Canada, c'est le Québec qui adopta la pétenque. Ses parrains furent M. Jean Rafa pour la région de Montréal et M. Jean Fushino pour celle de Québec; ce dernier a d'ailleurs été le président fondateur de la Féderation Canadienne du Jeu de Pétanque et Provençale qui a obtenu ses titres de noblesse, le 4 octobre 1955.

Depuis ses débuts, la Féderation progresse à pas de géants. En 1962 l'équipe Jean Rafa, Roger Ramadier et Jacques Chambon se classait deuxième au championnat Nord-américain à San Francisco. Le nombres d'adeptes passe de 753 en 1963, à 13,356 en 1975; de plus, il existe 127 tournois régionaux au Québec (1975) comparativement à 12 en 1963.

Pour couronner cette montée vertigineuse le Québec fut l'hôte du XI ème Championnat du Monde de Pétanque, en 1975, Le Québec y a participé d'une facon brillante en se classant 4ème parmi les onze pays participants et ce, grâce aux frères Sylvestre de Lévis.

Règles Générales

The purpose of the game is to place the balls (boules) as near as possible to the jack (but).

The balls may be rolled or thrown.

If the game is played by 2, 3, or 4 individual players, they play alternately. If the game is played by teams, a player of team "A" throws his first ball, trying to place it as close as possible to the jack. Then a member of team "B" throws his first ball, trying to do better. In doing so, he may move the jack by hitting it with his ball or he may hit his opponent's ball - pushing it farther away from the jack.

If team "B's" first ball is closer to the jack, the game is continued by the next member of team "A". If team "B's" is farther from the jack, the team "B" continues until it has at least one ball nearest to the jack. Then team "A" takes its next turn - and so it goes until all the balls of both teams have been thrown.

All balls out of the designated playing area are automatically eliminated. They must not pass any line marking the perimeter of the court nor touch the exterior edge of the horizontal lines marking the designated playing area. If the jack is knocked out of the designated playing area, it has to be put back to the nearest spot inside the d.p.a.

The team whose ball is nearest to the jack at the end of the game wins one point, plus one additional point for any other ball which is closer to the jack than other teams' ball.

The team which first reaches a total of 20 points is the winner.

Règles Générales - continued

To begin the match, a representative from each team draws lots to decide which team is to toss the jack. Thrown from the "raie pied de jeu", the jack must land in the area designated by the lines situated at 12,50m and 17,50m. If, after 2 attempts the toss has not been successful, the placement of the jack belongs to the opposing team who may position it anywhere in the designated area but at least 50cm from any line.

Chapter IV

FIELD TRIPS, TOURS, AND EXCHANGES

In this chapter you will find:

- guidlines for planning a tour to Canada
- suggested places and events to visit
- a sample of a traverse
- opportunities for exchanges between schools
- plans for an exchange between two schools

In this chapter we refer to a field trip as a planned visit to Canada in one day, ordinarily to one major site, although the routing may involve a number of stops during the day. For example, from northern Vermont and New Hampshire and western Maine, a one-day field trip could visit Sherbrooke. Except for schools near the border, however, most visits to Canada will be tours by which we mean at least one overnight and visits to several sites within Canada. For groups or individuals (either students or teachers) who can spend from a few days to a year in residence at one location we discuss exchanges.

Potential for Learning

Trips, tours, and exchanges require active participation by students and appeal to all learning styles. The student who learns best through seeing and touching will have full satisfaction while those who learn from reading and listening will be stimulated by the real-life focus of their study. For all students, cognitive activity is enriched by the effective involvement which this learning activity assures. Finally, trips, tours and exchanges encourage the involvement of several academic subjects. When students apply their field trip experiences to two or more subjects they discover an integration among subjects which otherwise remain artificially separate compartments of knowledge.

Objectives

Trips, tours, and exchanges may be scheduled by the teacher to serve any of three purposes relative to the larger body of work planned for the year. They may be used as motivation and stimulation for a new area of study by offering a preview of what will be pursued in greater depth. Alternatively, they may represent the emotional and intellectual climax of a unit of study if scheduled and organized as the centerpiece of the unit. Frequently, these extra-mural activities function as a review, confirming and applying knowledge and skills previously developed in the classroom.

Whatever the purpose, educational objectives predominate. There may well be recreational objectives embedded in the experience, but these remain secondary and incidental to the instructional intent. Objectives for the unit or course to which a trip or tour is related should be specified before consideration is given to how the trip or tour can contribute to the fulfillment of those objectives. Herein lies the opportunity for teachers in different subjects to facilitate wholeness or integration in learning. By reviewing together their objectives in separate courses they often discover that a common trip or tour will provide multiple benefits enhancing their own teaching. For example, literature, art, and home economics teachers may find that, by joining with the social studies department in a tour of Canadian sites, important affective learnings will result that do not flow from a single focus on cognitive objectives in the area of Canadian history.

In the process of pooling objectives, teachers need priorities among the many which are possible in trips and tours. As in classroom instruction, choose a few objectives and design the activity to build genuine competence or achievement which will give students a feeling of mastery and whet their appetites for more study in the future. The stimulus to see more and learn more on one's own is an important contribution of field experiences. Teams or partners can carry out special assignments which supplement the common core of the trip. Literature teams can visit bookstores and libraries while home economics students exchange menus with the ladies of the local church.

Organizing to Visit Canada

The degree to which the objectives of a trip, tour, or exchange are achieved is directly related to the care with which the activity is planned in every detail. Planning begins with an inventory of potential sites and events and matching them with the educational values desired. In contemplating a Canadian visit the obvious sites may be Quebec, Montreal, Toronto, and Vancouver. Table 2 suggests additional sites less well known but educationally and financially more appropriate than are the traditional large cities. To determine the full resources of these (and other) sites inquire of the provincial travel bureaus and the Canadian Government Office of Tourism. (Addresses are found in Appendix B.) Also see Guide to Canada by Len Hilts, published by Rand McNally, 1979.

Another consideration in planning may be certain major annual events such as Toronto's "Caravan" which could be incorporated in a visit if they served educational objectives. Conversely, be aware of events which attract large crowds of tourists such as Quebec Winter Carnival which might interfere with an educational group visit. Inquiry about specific events for a given year can be made to the provincial travel bureau.

Having obtained descriptive materials, the teacher should determine which sites are most relevant to objectives, time, and budget. Where possible, it is good planning and reassuring if the teacher can make a preliminary familiarization and scouting trip of the projected route. In this way both unanticipated hazards and local enrichments can be identified.

Planning the Visit to Canada

While the preliminary work is done a year in advance of the intended trip or tour, specific planning begins with the involvement of the students. They can be drawn into planning by surveying any experience individuals may already have with Canada, by brainstorming places they would like to see and why, and by involving them with the materials already gathered. They can argue in favor of specific sites and events that will stimulate enthusiastic learning.

Before arousing student hopes and expectations, the teacher will ascertain that the general idea of a visit has the support and approval of the school administration and the school board. For schools with recurring happy experiences with off-premises learning this will be a simple matter. For schools in which there is no tradition of field trips and tours, the teacher will wisely marshal the educational objectives and benefits and the financial implications in a carefully designed presentation to school authorities.

A second essential step will be the survey of parents to gain specific approval for the participation of students plus the assistance of parents with special knowledge or connections to help implement the visit. This may include, but should not be limited to, recruiting chaperones. Parents who may not be able to accompany the group can assist in advance by training students in such skills as photography, by providing letters of introduction to personal, professional, or business contacts at the site to be visited, by providing details for the proposed route based on previous travel of their own.

As planning proceeds to the stage of building a time schedule it is important to check the school calendar to avoid conflicts with major events such as the Scholastic Aptitude Test administration, athletic tournaments, and performing arts presentations. Check also with fellow teachers so there will be minimum disruption of their schedules for exams and special instructional features.

After designing the tentative routing and schedule which fits the objectives and resources, contact all sites to be visited to be certain the group will be accommodated on the specific day and hour you have determined. Whether this contact is by phone or mail, be certain to have written confirmation of every element including the name and phone of a contact person at each site. Mail is delivered less promptly in Canada than in the United States so several weeks must be allowed for confirmations to be returned.

One may turn to a commercial travel agent to handle all details after the objectives and general sites have been established. However, experienced teacher tour leaders advise that better educational results at less money have been obtained from a do-it-yourself design. Of course, if public transportation is to be used, a travel agent can be most helpful in arranging for routing, connections and commercial accommodations. Some commercial agencies specialise in educational tours to Canada, although those usually are only to major cities. The American Society of Travel Agents, 711 Fifth Avenue, NYC 10022 has a code of ethics for its members. Pertinent excerpts appear in Appendix C and can be used in assessing a specific agency.

The step in planning which may be overlooked is setting up a method for evaluating the tour or field trip. Beginning with educational objectives, a set of criteria including administrative efficiency, financial feasibility, and long-term public relations values to the school should be written down so that outcomes and the values of those outcomes can be objectively judged and reported at the completion of the visit and its follow up activities back home.

When plans are complete, and the time of departure is approaching, the student group should be led through a preview of the trip using slides, posters, and printed materials to foreshadow anticipated experiences. Among materials helpful for this orientation if headed for the cities are the "Walking Tour Guides" for Quebec and Montreal available from the Quebec government. Students are helped to raise questions to which they will seek answers on site. These can be the beginning of a journal to be kept throughout the trip.

Financing Canadian Visits

In these times of tight school budgets and soaring gasoline costs, field trips and tours are viewed as frills liable to discontinuation. Though understandable, this view is unfortunate in light of the educational outcomes of these extramural activities. Thus, it is essential that an effective evaluation plan, mentioned above, be part of the total package in order to demonstrate these outcomes to appropriately suspicious fiscal monitors. But even with some support from the school budget, the planning of trips and tours must include both cost containment and fund raising.

From the beginning it is clear that a tour to Canada will cost less than one to France. For Canada one cost containment step is to get the most favorable exchange rate on U.S. dollars. Ordinarily this will mean exchanging funds at a Canadian bank rather than at U.S. banks outside metropolitan areas or at motels or restaurants. Also, secure as many services as possible payable in Canadian dollars.

Table 2

	Government	History	Urban Life	Industry	Culture	French Language	Indians and Eskimos	Scenic beauty
Newfoundland								
L'Anse aux Meadows		X					X	
Conception Bay		X		X				
Cornerbrook		X	X	X				
Red Bay (Labrador)		X				X		
St. John's	X	X	X	X	X			
Prince Edward Island								
Green Gables		X			X			X
Charlottetown	X	X		X	X			
Malpeque				X	X			X
Mont Carmel		X			X	X		
Basin Head		X		X	X			
Nova Scotia								
Annapolis Royal		X						
Grand Pre		X			X	X		
Halifax	X	X	X	X	X			
Louisbourg		X				X		
Sydney-Glace Bay		X	X	X	X			
New Brunswick								
Caraquet, Acadian Village		X				X		
Fredericton	X	X			X			
King's Landing		X						

	Government	History	Urban Life	Industry	Culture	French Language	Indians and Eskimos	Scenic beauty
New Brunswick con't								
Saint Andrews		X			X			
Upper St. John Valley	X		X	X	X	X		X
Quebec								
Isle d'Orleans		X			X			
Montreal		X	X	X	X	X		
Quebec City	X	X	X	X	X	X		
St. Jean Port Joli					X	X		
Thetford Mines				X				
Ontario								
Fort Henry		X						
Midland, Jesuit Mission		X				X		
Ottawa	X	X	X		X	X		
Stratford					X			
Upper Canada Village		X			X			
Manitoba								
Churchill		X		X		X	X	
Gimli (Icelandic Settlement)		X			X			
Steinbach		X			X			
The Pas		X		X			X	
Winnipeg	X		X	X	X		X	

	Government	History	Urban Life	Industry	Culture	French Language	Indians and Eskimos	Scenic beauty
Saskatchewan								
Regina	X	X	X	X	X			
Duck Lake/ Saskatoon area		X			X		X	
Qu'Appelle Valley		X		X			X	
Lake Diefenbaker		X		X			X	X
Lloydminster/No. Battleford area		X		X	X	X	X	
Alberta								
Banff		X					X	X
Calgary	X	X	X	X	X			
Edmonton		X	X	X	X			
Le Duc		X		X				
Dinosaur Prov. Park		X						X
British Columbia								
Okanagan Valley		X		X	X			
Prince Rupert		X		X			X	
Trail				X				
Vancouver	X	X	X	X	X		X	
Victoria	X	X	X					X
Northwest Territories/Yukon								
Dawson City		X			X			
Frobisher Bay				X	X		X	

	Government	History	Urban Life	Industry	Culture	French Language	Indians and Eskimos	Scenic beauty
Northwest Territories/ Yukon - continued								
Inuvik				X	X		X	
Whitehorse	X	X		X	X		X	
Yellowknife	X	X		X	X		X	

Negotiate for group discounts and, wherever possible in view of your other calendar constraints, for off-peak rates for admissions and services. Explore the opportunities to stay at college campuses, or in homes, rather than commercial motels and hotels. Some churches will allow groups to use sleeping bags in the church vestry. Compare total costs of alternative modes of transportation including a mix of methods. Trains do not have a waiting charge while the group is at a site. Local public transportation may cost less and offer more learning value than a charter bus. Remember, the school bus for a field trip is not "free." Get an estimate of its per mile operational cost to use in your comparative shopping. See other teachers for other cost containing secrets they have developed in previous field trips and tours.

With costs optimally controlled, there may still be a revenue shortfall. The conventional car wash and candy sale methods of fund raising can be supplemented for Canadian visits with activities that highlight the Canadian element. Out of their preliminary study of Canada, students can develop a program for presentation to the public as part of a community ethnic festival, United Nations Day, or local celebrations. Donations can be solicited to assist with expenses, with the promise that there will be a subsequent public report on the tour. In this way modest funds may be generated to apply to some tangible use such as the purchase of film for cameras. Admission charges to a post-tour report/demonstration may help defray final expenses, or provide a nest egg for the next year.

Other sources of revenue to be explored are local ethnic societies with roots in Canada, and businesses which have Canadian ties. The motel operator who flies a Canadian flag is a natural target. The building supply center that sells Canadian lumber, or the purveyor of Hudson Bay Blankets may be overlooked.

If students are expected to pay part of the cost, the payment schedule must provide for an early non-returnable deposit. If families are hesitant to support the tour, it can be presented as a combination educational activity and vacation entitled to a share of the family vacation budget. Indeed, one might search for chaperones willing to pay their share of the cost as an inexpensive vacation tour of Canada.

Conducting the Trip or Tour

Since students have been involved in the planning phase, as well as engaging in some classroom study of Canada, they are already actively researching topics and questions either self-discovered or assigned. They should be helped to prepare a learning contract in which they specify their own objectives for the trip or tour, anticipate the looking-listening-exploring-acquiring necessary to fulfill their objectives, and propose a method for reporting their learning when they return home. (See sample on next page.) A general requirement for each student should be to maintain a journal of experiences, reactions to them, questions raised, answers found, and personal evaluations of each element of the tour. Those journals, back home, can be primary sources from which to build group reports, productions, and presentations to the public. With student permission, the journals could become part of the school library file on Canada for reference by new students in the future.

Advance planning should result in several documents to be issued to each student as a package for the trip or tour. In the package should be a detailed time schedule for each day which helps to set the tone for punctuality and promptness. A traverse presenting the route and geographical highlights of each day is not only a preview but a handy place for notes en route. At the end of this chapter are excerpts from a traverse prepared for a trip from Orono, Maine to Trois Rivieres. Note route map, estimated times, and details of interest along the route. Similarly, walking tour guides for use in specific areas to be covered on foot allow a degree of freedom from the large group while maintaining control over the purposes of the activity. For a bilingual area, prepare the guide in both languages. Finally, a map of the province being visited should be available for each student.

On the road there are general rules appropriate for any trip which should be observed. Among these is that each student carry suitable identification in case of emergency. It is assumed that any special diet and/or medication needs have been determined before the trip begins. In Canada the laws pertaining to use of alcohol are less restrictive than in the United States. A group consensus on expected behavior in this area, and as guests in a foreign land, should be reached before departure.

INDIVIDUAL LEARNING CONTRACT

A. List up to three specific things you want to learn.

1. *how parliament works*
2. *to cook French Canadian food*
3. *why Canadians like long winters*

B. For each item you have listed, describe in one sentence what you will show to others at the end of your learning so they will know what you have learned. Put down a date when this will be ready.

1. *a written report - April 10*
2. *prepare a meal for the class, with other people to help - - March 30*
3. *oral report to class - May 3*

C. For each of the results of learning you described in B, give one method that you can use to check its quality.

1. *compare report with Canadian encyclopedia*
2. *ask the class for comments*
3. *check my notes for the report with a Canadian neighbor*

D. Attach a separate page for each item in A. On that page make a list of what you will do to investigate the topic or problem about which you want to learn, such as: places to visit, people to talk with; books and articles to read; activities to engage in; experiments to try, etc. Ask your teacher for suggestions.

Proposed by ________________ Date ______
Student

Approved by ________________ Date ______
Teacher

If local guides are to join the group for commentary, they need to be given a quick briefing about the group and its purpose as a supplement to preliminary written arrangements. If the trip or tour on a bus is prolonged, it may be desirable to agree on a rotation system for seats which gives each student a turn at the best (and poorest) location for seeing and hearing. It is essential that contingency plans exist for breakdown and foul weather.

On tours of several days duration, the schedule should include occasional pauses for group discussion to integrate the discrete experiences into a coherent whole. This is the time to refer back to objectives and themes and to focus on relationships among the parts. Here, too, is the opportunity to evaluate local perspectives presented by guides and hosts to seek generalizations.

Follow through

Upon returning home this integrative discussion should continue along with completion of individual learning contracts and the development of appropriate student productions and reports to the school and general community. These should be considered integral features of the curriculum earning for Canada a regular place in the annual calendar of study. Thank you letters back to Canada may initiate some continuing correspondence for individuals, and for the school. The evaluation, previously planned, should obtain both opinion and hard evidence of outcomes. From this review of results compared to original objectives and criteria will come advice for the future for both school authorities and teachers who will undertake the next visits to our northern neighbors.

Exchanges

Exchange, for our purposes, means extensive, planned interaction between two schools, in contrast to the one day visit or brief tour of a city or province. The exchange may involve people moving from the home school to a host school, or it may be an on-going communication and sharing between "partner" schools without actual visits. However, what begins as a "pen-pal" type of partnership may well lead into exchange visits.

Partner schools may team up because of similarity of size, of community, of historical connection, or of interests among members of the faculty and staff. In language arts, pupils may be assigned pen-pals with whom to correspond. Correspondence in French can be motivating as well as practice opportunity in foreign language for American students. Community government and economic data can be compiled by students and exchanged as learning activities in social studies. Photography, video tape, and audio tape are additional media for exchange of messages about local culture, history, traditions, and values. Teachers in partner schools can produce self-instruction materials and lessons about their own region for exchange and use in the other school. Professional issues of common interest can be explored through an exchange of papers and audio tapes. A school newspaper project may emerge as another mode of exchange. The Canadian-American Center at the University of Maine will help locate Canadian teachers interested in correspondence with American classrooms.

The exchange of students and/or teachers for periods of residence provides direct exposure and immersion in the culture and daily life of another country. Such exchanges allow groups a few days of participation in the life of their hosts. Individuals may arrange for exchange visits for a school term or longer. Where this exchange involves teachers, they need to have comparable teaching areas so they fill in for each other rather than expecting the school system to employ part-time supplementary staff. However, the visiting teacher should be given time to get into the community for familiarization, and to serve as a speaker for non-school groups. Such sharing by the school will be a public relations asset when budget time comes around. The stimulation of local faculty by hosting a visitor/colleague is the pay-off to the local schools. Teachers who can work out an exchange of houses with their counterparts will not only save money, but will also not have to worry about security of their property. Salaries for such exchanges are usually paid on the regular schedule by and from the home school system with all benefits retained. If a local source of funds to defray the cost of travel between the two schools can be developed, the exchange of teachers should pose no financial burden on the individuals or the schools involved.

Exchanges can be initiated as a school-to-school model, or on a city-to-city basis. An example of the latter is the CANUSA Games which take place annually between Riverview, New Brunswick and Brewer, Maine. In 1968 Riverview sent letters to New England cities which seemed comparable in size and nature to Riverview. Brewer responded favorably leading to a plan for four days of summer athletic and social events for young people alternating each year between the two sites. Over the years the exchange visits have come to involve whole families, senior citizens, and the city governments. The latter use this occasion for some discussion of professional problems as well as to enjoy the social aspects of the visits. Housing with families is provided for all visitors, and has led to the involvement of families in neighboring communities. In Quebec City and Montreal the Commission of Catholic Schools provides assistance to American schools interested in visits and exchanges. The professional teacher association in each province may also be helpful. (See Appendix B)

For teachers who wish to exchange positions with a Canadian, there is an organized program between the U.S. Department of Education and the Canadian Education Association. The State of Maine and the Province of New Brunswick have an exchange program administered by the Maine Department of Educational and Cultural Services for six Maine teachers each year.

As with field trips and tours, the key to success of an exchange is early and thorough planning. Learning objectives need to be developed as a guide for the planning of specific details of the exchange visit. Students should be expected to keep a journal, and make reports upon their return. One extra step in planning for exchange is to secure personal data about each student to be used in arranging for compatible placements with host families. The host school assumes the responsibility for making these housing arrangements. In the following pages we present the plans developed by Anne Kempers for Waterville (Maine) High School to host a student group from Beauceville, P.Q. as part of an annual exchange between the two schools.

Student Exchange Project

Waterville, Maine - Beauceville, P.Q.

Beauceville is 3 1/2 hours from Waterville by school bus. Students stay in each other's homes making this a low budget exchange. Each school visits the other for 3 to 4 days with about one month between visits. The Waterville students are in French classes, grades 9-12. The Beauceville students are in English classes in the same grades.

Teacher goals:

Help students develop a true feeling for life in a French-speaking community, learn about another culture, and use their own knowledge of French.

Students gain:

1. appreciation for another culture
2. realization that French really is used as a means of communication
3. experience in communication (at least on a basic level) with minimal language control but maximum good will from both parties
4. development of an esprit de corps among participants
5. improved rapport with participating teachers
6. ability in using the French language
7. knowledge of Canada, first-hand

Steps in planning:

A. Get permission from Board of Education for the project (after the first year, this has been routine--the daughter of a member went on the first trip and had a successful experience!)
B. Contact school(s) in Canada
    1. our first exchanges were with St. Georges, P.Q., and the project was initiated by one of their teachers of English - someone originally from the Waterville area
    2. if the school previously visited is not planning to repeat the exchange, ask them for addresses and suggestions (advantages of repeating with same school: familiarity with staff, social ties with community; advantages of changing schools: new experiences, comparisons)

C. Establish dates for the two visits
  1. choose times when there is a possibility of interesting activities
    a. sugaring party (in Canada)
    b. school play or musical
    c. special sports events
    d. weather which permits picnic or field trip
  2. check with school calendar to avoid conflicts for students

D. Develop student interest and commitment
  1. advertize
    a. word-of-mouth, announcements, in class
    b. slide show from previous trip(s)
    c. publication of plans
  2. require a non-returnable deposit
  3. set cut-off date for sign-up
  4. have plan for priorities in case too many sign up
  5. students fill out questionnaire (in duplicate) to help in matching them with Canadian "partner"--second copy to other school

E. Advance planning and preparation:
  1. for trip to Canada
    a. requisition bus in advance
    b. get information packets to parents and students
      i. conduct policy (to be signed by both)
      ii. general information: times, customs procedure, expenses, money exchange, what to take, emergency procedure, etc.
      iii. parental permission slip (school requirement)
      iv. student notice to teachers (this helps create good will from general faculty)
    c. circulate advanced notice, with names, dates, etc., to all of faculty
    d. collect remainder of money by deadlines (requires persistence)
    e. send list of participating students to other school to match students
    f. hold general meeting with all participants
      i. impress students of importance of being on time
      ii. answer questions of what to wear, how much to take
      iii. suggest reasonable amount for spending money
    g. arrange for teachers' release to accompany students
      i. prepare lessons for substitutes
    h. once in Canada, remember to be a guest; relax and let host teachers take charge

2. for visit from other school
    a. plan field trip with student input
        i. what to visit, and when
        ii. meal for trip (picnic? bought? home-prepared?)
        iii. how long to spend on the road and on locations
    b. line up bus(es) for trip
    c. get information packets to host families
        i. what they are expected to provide (transportation, bed, which meals)
        ii. general outline of planned group activities
        iii. emergency phone numbers
        iv. list of all participating families and students
        v. other special information (directions to home of student who hosted an evening party for the group)
    d. permission slips for field trip
    e. advance notice to entire faculty: time, students, etc.
    f. students' individual notices to teachers
    g. arrange for media publicity
        i. have administrator present to greet visitors on arrival
        ii. news photo(s) and article
    h. prepare packets of information/token gifts for visitors
        i. address list of all local participants
        ii. tourist brochures about city, state
        iii. special "buttons" for all visitors
    i. arrange for meal for visitors at school when they arrive
    j. make motel arrangements for visiting teachers
    k. get students to prepare "welcome" posters

F. Finances
    1. Keep accurate records
    2. Give students receipts for each deposit; keep copy
    3. Arrange to keep funds in school office for safety--and get receipts
    4. Plan needs as carefully as possible
        a. teachers' meals in Canada (host school pays motel)
        b. motel bill for visiting teachers
        c. special meal at school for both groups (when they arrive)

   d. picnic supplies
   e. transportation and possible fees for field trips
5. be willing to ask for donations from civic groups (for the "gift packet" and for field trip supplies)

Suggestions to help avoid problems

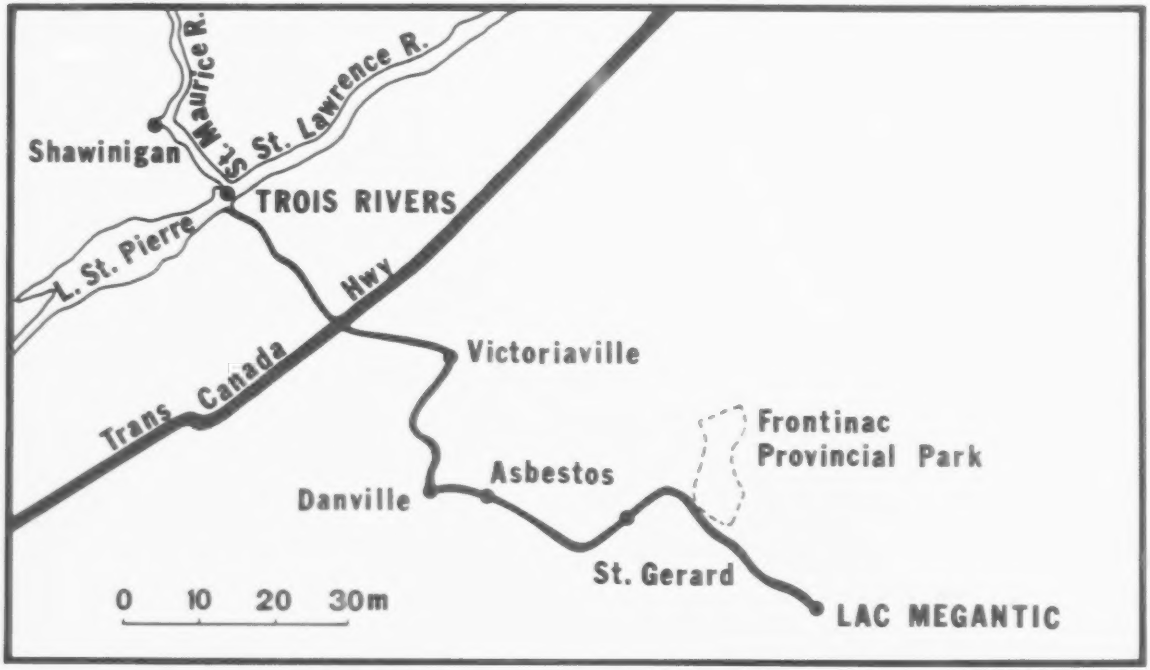
A. be prepared to do mountains of paper work; no matter how you try to plan ahead, the job is never finished
B. insist on deadlines for turning in money, permission slips, etc.
C. be aware of any possible health or diet problems among students while on trips
D. enlist student participation in planning and in preparing the packets for the visitors
E. plan media publicity well ahead; write own copy (editors are more willing to revise material than to write articles)
F. be prepared to face the possibility of student drinking in Canada, and establish policy. It is impossible to police the students when they are guests in private homes. Canadian policy and attitudes are less strict for young people, also for smoking. Students probably should be warned to exercise common sense and discretion in reporting events when they return home, as this can boomerang!
G. hold general meeting with participants to discuss ideas for what to do when students are on their own with guests
   1. sports (according to season)
   2. swimming at pool
   3. movies
   4. museums
   5. visits to local industries
   6. shopping
   7. group parties/disco (when open to teenagers)
   8. roller-skating party
   9. special school events
H. suggested places to visit on field trip:
   1. state capital
   2. museums
   3. important and/or exotic industries
   4. state parks
   5. historic sites
   6. tourist points of interest
I. when in Canada, each student should carry a paper with name, home address and phone number, at all times (suggested procedure by Canadian customs official)

J. plan for one evening's dinner entertainment for visiting teachers
K. use a follow-up survey to get parent and student feedback and reactions
L. be flexible and keep a sense of humor

Anne Kempers
Waterville High School

In summary, here is a checklist for planning a field trip, tour, or exchange.

- Objectives established
- Standards for educational success established
- Collaboration with other teachers/departments
- Obtain literature for possible sites
- Preview the route
- Obtain administrative approval
- Survey student experiences and interests
- Survey parents as resources
- Check school calendar for conflicts
- Contact each site
- Arrange for transportation, insurance, housing
- Arrange for meals
- Prepare budget
- Raise funds
- Confirm all arrangements in writing
- Prepare traverse and time schedule (see sample on following pages)
- Preview trip with students
- Students prepare individual learning contracts
- Obtain parental permission; check diet and medical requirements
- Discuss rules for group behavior as guests
- Make contingency plans for emergencies
- Distribute traverse, map, materials
- Depart
- Conduct integrative discussions
- Upon return, write thank you letters
- Complete learning contracts
- Student reports to school and community
- Evaluate
- Write advice for future trips


St. Maurice R.
St. Lawrence R.
Shawinigan
TROIS RIVERS
L. St. Pierre
Trans Canada Hwy
Victoriaville
Frontinac Provincial Park
Asbestos
Danville
St. Gerard
LAC MEGANTIC
0 10 20 30m

LAC MEGANTIC TO TROIS RIVIERES

Time	Place	Remarks
	Lac Mégantic	Lac Mégantic is both a large lake and the town named after the Lake. The lake is the source of the Chaudière River The town is the center of the region's woods operations and as such a major freight stop along the Canadian Pacific Railway between Montreal and the Maritimes.
Noon	Frontenac Provincial Park	Route 161 takes us through the villages of Nantes, Stornoway and Stratford and along the southern boundary of Frontenac Provincial Park on Lake St. Francis. Lunch at a rest area
	St. Gérard	near the village of St. Gérard on Lac Aylmer. Turn south on route 112 and then right on route 255 into the mining area of the Eastern Townships. After travelling through the villages of St. Camille and Wottenville we arrive in the town of Asbestos
2:00	Asbestos	which owes its name and its existence to that valuable and currently controversial mineral. Asbestos is a company town (John-Mansville) where most of the working population is involved in activity related to Asbestos mining or product manufacturing. This fibrous and highly unique mineral has a myriad of uses and is best known for its heat resistant quality. The Jeffery open-pit mine is the world's largest asbestos mine and is one of a series of such mines in this mineral rich area.
	Danville	Danville is located in the center of a rich farming district. It was settled by former Vermont residents who named it after their home town. Proceed north on Route 116 along the same general route as the Canadian National Railway Line. As we

	Victoriaville	approach Victoriaville. Originally called Demersville after a pioneer resident, Modeste Demers, it was renamed in honor of Queen Victoria in 1861. Whereas in the past place names were anglicized, today the movement is toward changing them to French versions.
4:00	St. Valère	Back onto route 161 through the village of St. Valère and across the Trans-Canada Highway--Canada's coast-to-coast road link -- a major artery for commercial traffic, commuters and tourists.
	Ste. Eulalie St. Wenceslas St. Célestin St. Grégoire	As we proceed through Ste. Eulalie, St. Wenceslas, St. Célestin, and St. Grégoire we are travelling back through time--from rear rangs to river front lots--back to 17th Century settlements on the St. Lawrence. Can you distinguish the long lots? How does the land look different from the land we passed through in the Eastern Townships?
	St. Lawrence River	The St. Lawrence River lies ahead: the transportation and settlement focus of Québec. To the left the river widens to become Lac Saint-Pierre, to the right it flows toward Québec City.
5:00	Trois Rivières	Over the bridge to Trois Rivières and our destination for tonight. Located on the confluence of the St. Maurice and St. Lawrence Rivers, the city derives its name from the fact that the St. Maurice River has three outlets, separated by delta islands. The site was visited by Cartier in 1535 and there after became a fur trading post frequented by first Basque and Breton sailors and then formalized by Champlain in 1624 with the building of a fort.

Chapter V

CANADIAN STUDIES IN ADULT EDUCATION

In this chapter you will find:

- entry points for teaching adults about Canada
- principles of adult learning
- suggestions for creating a course

"Lifelong learning" is a cliche in current usage referring to the necessity for adults to return frequently and repeatedly to some form of organized search for new knowledge and skill. This continuing education becomes more and more a part of our lives as the knowledge explosion and technological advancement rapidly make obsolete the understandings and skills we acquired in the past for use at home and on the job. As the educational level of the general population rises, there is an appetite for broader experience with the cultural and historical roots of our society. As the complexity of governance of our democracy increases, so does the need for citizens to be "literate" about economic issues, international relations, and scientific discoveries in order to judge the performance of elected officials and government policy makers. Unlike the delivery of a formal curriculum to high school and college students, adult education is "the convening of discussions about critical societal issues." (Paul Miller, "A Glance at the Future," in Handbook of Adult Education, p. 159). In this context, is there a rationale for teaching adults about Canada?

Why Canada?

Chapter I sets forth a rationale for the study of Canada. For American adults who probably studied little or nothing about Canada in their earlier schooling, there are urgent reasons to be found in the newspaper headlines for attending to Canada. "Fishing Treaty Called Unfair." "New York Purchases Canadian Power." "Levesque Meets New England Governors." "Constitutional Conference in Ottawa Adjourns in Failure." "Rain from U.S. Kills Canadian Fish." If our past relations with Canada have been characterized by benign neglect, it is now essential that Americans thoughtfully monitor their representatives engaged in difficult economic, environmental, political, and social negotiations for the future of the hemissphere.

Behind the headlines there are already many doors open through which adults can be led to a broader and more accurate appreciation of Canada. Through big league baseball and hockey the sports fans of both nations are partially integrated. North American defense makes us partners. Canadian trains provide the only passenger service in Maine. Fishermen on both coasts dispute their territorial rights. A heavy two-way flow of goods, capital, and services across the border reflects the economic dependency each nation has on the other. If such realities as these are seized as opportunities, they can become the starting point for the convening of discussions about critical U.S.-Canadian issues.

Potential Audiences

Adult education offerings about Canada should probably be aimed at specific groups with a homogeneous interest or need-to-know, rather than at a diversified general audience. Within the community, the following special groups may exist.

1. Business operators serving Canadian clientele
2. Manufacturers seeking Canadian markets
3. Employees who must frequently communicate with Canadians
4. Local residents with Canadian roots and relatives
5. Local residents planning to visit Canada
6. Local government officials who need new solutions to municipal problems

7. Teachers wanting to add Canada to their courses
8. Study groups on international relations
9. Literary societies and reading/discussion groups

There may also be an opportunity within the adult diploma program to create some interest in Canada as an alternative to high school literature and social studies courses which have been a "turn-off" for students who dropped out previously but now desire to earn an equivalency certificate.

For these, and other, adult learners it is important to acknowledge some principles of adult learning. Adults tend to be gregarious and they enjoy courses with considerable interaction; they dislike a steady routine of lecturing. Adults are motivated by problems, especially current tasks facing them in their daily lives. They can be self-directing and will be self-selecting in the kinds of learning activities in which they will engage. They bring to their courses a wealth of previous experience which is the foundation on which new learning tasks can be built. The adult educator will design the course about Canada with these principles in mind, applying them to the specific Canadian interest or problem which the adult group has in common.

Creating Demand

While the potential for several different adult student audiences exists in many communities, the adult educator must take deliberate action to crystallize a demand for a course on Canada. Most Americans take Canada for granted. They are unlikely to enroll in a course until its relevance to them becomes clear. Thus, a consciousness-raising campaign is needed. Such a campaign can utilize posters and literature from the nearest Canadian consulate, university Canadian-studies center and the Canadian Government Office of Tourism.

Start with the public library asking them to feature Canada in displays, book reviews, and announcements of new acquisitions. The timing might well coincide with Canada Day, July 1st, or another day of national significance such as an election. If the local high school has an international relations club, request that a special community event on Canada become one of their projects. If there is a local international or ethnic festival, encourage the planning committee to assure representation of Canadians. Urge local radio and TV managers to include more Canadian news in their programming. If cable TV is in your community, suggest they carry Canadian programs. Invite local civic and service clubs to include visitors from Canada among their speakers, and to give special recognition to members who visit Canada and can give a first-hand account of their experiences. Request the sports editors of the local paper to write some columns on Canadian teams with the intent of stimulating reader response.

As some of these actions increase the visibility of Canada, a survey of selected local groups can be undertaken to determine interests and needs for Canadian courses. If Canadian oriented business is of significance in the community, the Chamber of Commerce may be cooperative in conducting the survey. A nearby college class in sociology, public affairs, or statistics may be willing to conduct the survey as a class project.

Another step toward visibility for Canada in the local community would be a reception for Canadian immigrants living in the community. This could coincide with the naturalization ceremonies in which, each year, a number of Canadians become American citizens. The reception, perhaps sponsored by the League of Women Voters, a council of churches, the local historical society, or similar groups, could pay respect to the contributions these citizens make to the community. Through such a reception one can identify resource people for a course as well as establish a nucleus of interest.

Creating a Course

In Chapter II, the reader will find suggestions for designing instructional plans which apply to both in-school and adult education offerings. The principles of adult learning suggest that the interested adult students identified through survey techniques be involved at the outset in setting their own objectives for the course, in lieu of having a prepared course thrust upon them. A learning contract approach is recommended through which individuals may work on their own tasks at their own pace. (See Chapter IV, p. 166.) Since motivated adults will read and investigate on their own it is less important that all transmission of knowledge take place in class meetings, which might better be used to guide learning plans, identify resources, and exchange progress reports among the students.

The adult educator need not be an expert on Canada. The major responsibility of the educator is to identify and organize resources which the learners can use. These resources include knowledgeable people from the community, from school and college faculties, and from Canada, as well as print and non-print materials available through public libraries and museums, from provincial and federal governments, and from Canadian studies centers. Many of the materials identified in Appendix B will be relevant. Once underway on learning contracts, adults will discover new resources to be added to the pool.

Many adults will appreciate some recognition of the successful completion of their learning contracts beyond the conventional evaluation by the instructor. A certificate embossed with a maple leaf might be designed. The Canadian consulate will supply lapel pins which could be distributed with suitable ceremony at the end of the course.

It was our intention to include in this Handbook a syllabus for a course about Canada which has been successfully offered to adults. So far we have been unable to locate such a document. Readers who create their own course are invited to send the syllabus to the Canadian-American Center at UMO for redistribution to other teachers. Creating a course with adult students is a source of considerable satisfaction. The field is wide-open to do this on a Canadian theme.

In summary:

- seek adult students from the business community, tourists and book/discussion clubs
- enlist the public library, local media, and service clubs
- arrange community recognition for Canadians among other immigrants
- involve adult students in designing a course
- use a wide variety of community resources
- keep the course brief

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I. INTRODUCTION: GETTING STARTED

If you are just getting started in Canadian Studies, be sure to contact the Canadian consulate nearest you (see under addresses). They will provide free of charge a teaching packet (usually contains pamphlets about Canada and Maple leaf flags or pins). Other items generally available include: (1) Film Canada (a descriptive list of free-loan films available through the Boston Consulate); (2) Handbook Canada (a very useful book of information about Canada); and (3) Canada Past and Present by John Saywell (an excellent paperback book about present-day Canada and its history). The Handbook and the Saywell book are referenced in D. Canadian General Reference Works.

There are a number of catalogs of Canadian materials available, usually at no charge, from various associations. These are listed in part C, Canadian Studies Bibliographies and Catalogs.

For free maps and travel brochures contact the provincial travel bureaus listed in the address section.

The Canadian Embassy publishes an excellent newsletter (10 issues/year), beautifully illustrated, which could be a valuable classroom and/or library resource. It is Canada Today/aujourd'hui, and is available at no charge for your school.

Films and other audio-visual materials about Canada are put out by the National Film Board. Some of these are available for "free-loan" from the Canadian Consulate; a free catalog of these called Film Canada (specify French or English version), is available from the National Film board. Many other National Film Board materials are also available for purchase or rental. For a free catalog (Media '79: Learning Resource Materials), contact McIntire Educational Media Ltd. Irwin Clark Ltd. and Prentice Hall Media also have a good selection of multi-media materials; they will send a catalog on request. Samples of recently produced materials are provided here in part F. The actual selection is great, however, and the interested teacher is urged to consult the catalogs.

II. SELECTED BIBLIOGRAPHY ON CANADA FOR TEACHERS AND SCHOOL LIBRARIES

A. General Sources for Curriculum Development

Mager, Robert. Preparing Instructional Objectives. 2nd Edition. Fearon-Pitman, 1975.

Rubin, Louis. Curriculum Handbook. (abridged edition). Boston: Allyn and Bacon, 1977.

Smith, Robert M., Aker, George F., and Kidd, J.R. (eds.) Handbook of Adult Education. New York: Macmillan, 1970.

B. Canadian Studies Curriculum Guides and Books for Teachers

Canadian Studies Program, Duke University. Portrait of Canada: Mini Text for 11th Grade, Chapel Hill: Duke University Press, 1978. 228 pp. $5.50. Teacher's Guide to Portrait of Canada, 63 pp., $2.00.

Designed for 10th and 11th grade. Contains six curriculum units, including text material: (1) An American Views Canada; (2) Regional Diversity; (3) Developing the Nation (history); (4) Canadian Government; (5) Multiculturalism; and (6) Contemporary Issues.

Canadian Studies Program, Duke University. The Year of The Maple Leaf: Mini Texts for 5th Grade, Chapel Hill: Duke University Press, 1978. 117 pp. $5.50. Teacher's Guide to the Year of the Maple Leaf. $1.00.

Designed for 5th grade. Contains five curriculum units, including text material: (1) A Search for Canada; (2) Who Are the People of Canada? (3) Why do Canadians Live Where They Do? (4) What do Canadians Do? (5) How do Canadians Live?

Center for the Study of Canada, Plattsburgh, N.Y.: Canadian Studies Syllabus and Resource Guide, 1978-79. Elementary volume, Secondary volume.

Center for The Study of Canada, Plattsburgh, N.Y.: Canadian Studies Syllabus and Resource Guide: Graphics Supplement, 1978-79.

The above sources contain field-tested curriculum units, including lesson plans, background notes, as well as an excellent graphics supplement.

Hale, Alice K. An Introduction to Teaching Canadian Literature. Halifax: Atlantic Institute of Education, n.d. $3.00.

Includes techniques and ideas for the classroom.

Herbert, Mary F. Learning Outside: Resources and Ideas About Atlantic Canada. Halifax: Atlantic Institute of Education, 1979. $1.25 paper.

Includes project ideas for the environment, ecology,

and geography; also has an annotated bibliography of free and inexpensive classroom materials.

Hodgetts, A.B., and Gallagher, Paul. Teaching Canada for the '80s.. Toronto: Ontario Institute for Studies in Education, 1978.

A teacher's introduction to Canadian Studies. Highly recommended.

Lee, Alison. Introducing: The World. Toronto: Ontario Institute for Studies in Education, c1980.

A complete teaching/learning program to demonstrate the role of Canada in world affairs.

Monahan, R.L., Wilson, D.C., and Alper, D.K. (eds) Study Canada: Bellingham, Washington: Center for Canadian and Canadian-American Studies, Western Washington University, 1979.

A series of five units on Canada covering the land and people, resources, international relations, political developments, and settlement. Lesson plans for pupils. Background notes for teachers. For secondary level.

Robeson, Virginia, and Sylvester, Christine. Teaching Canadian Studies: An Evaluation of Print Materials. Toronto: Ontario Institute for Studies in Education, 1980.

An outstanding annotated and evaluated bibliography of Canadian Studies material in print for grades 1-13.

Wood, Dean D. Multicultural Canada: A Teacher's Guide to Ethnic Studies. Toronto: Ontario Institute for Studies in Education, 1978.

Includes curriculum units and extensive bibliography.

C. Canadian Studies Bibliographies and Catalogs

Bibliographic Listings and Guides

Bibliothèque nationale du Québec. Bibliographie du Québec. Montreal, 1969 - present (monthly with cummulative annual indexes.

Boivin, Henri-Barnard (ed.). Bibliographie de Bibliographies québécoises. Montreal: Bibliotèque nationale du Québec, 1979. (2 vol. + supplements)

Edi-Québec. Répertoire de l'edition au Québec. 1972-Present (biennual, indexed by author, title, and subject).

Henderson, Diane. Guide to Basic Reference Materials for Canadian Libraries, 5th ed. Toronto: University of Toronto Press, 1977. $15.00, loose leaf.

In Search of Canadian Materials. Manitoba Department of Education, Winnipeg, 1978. $3.50.

Includes short description and grade levels.

Jarvi, Edith. Access to Canadian Government Publications in Canadian Academic and Public Libraries. Ottawa: Canadian Library Assoc. 116 p. $10.00.

____________. Canadian Selection: Books and Periodicals for Libraries. Toronto: University of Toronto Press, 1978. Annotated. $35.00 cloth.

McDonough, Irma (ed.). Canadian Books for Young People. Toronto: University of Toronto Press, 1978. $8.50 paper.

Annotated, arranged by subject.

Maxwell, Janet (ed.). Resource List for a Multicultural Society. Government of Ontario Bookstore (Toronto): Ontario Minstry of Education and Ministry of Culture and Recreation. $3.00 paper.

Annotated list of print and non print resources arranged by ethnic group.

C. Canadian Studies Bibliographies and Catalogs - continued

National Library of Canada. Canadiana: Publications of Canadian Interest. Ottawa, 1950 - present (monthly with commulative annual indexes).

Robinson, Paul. After Survival: A Teacher's Guide to Canadian Resources. Toronto: PMA Books, 1977. $8.95 paper.

Guide to 3000 print and non-print learning resources arranged by grade and curriculum level. Includes comments and suggestions for teacher use of materials listed.

____________. Cornerstone: Resources for Canadian Education. Halifax: Atlantic Institute for Education , 1978. $2.00 paper.

Suggestions for classroom and library. Annotated list of essential Canadian references.

Ryder, Dorothy E. (ed.). Canadian Reference Sources: A Selective Guide. Ottawa: Canadian Library Association, 1973. 185 pp. $6.50 cloth (1975 Supplement, 121 pp., $4.50 paper, $7.00 cloth; Canadian Reference Sources and Supplement, paper set $10.00; cloth $15.00).

Snow, K. and P. Hauck. Canadian Materials for Schools. Toronto: McClelland and Stewart Ltd., 1970. $6.00 paper.

Introduces selected sources for classroom and resource use.

C. Canadian Studies Bibliographies and Catalogs - continued

Catalogs

Alberta Publishers Association 1977 Catalog. Available from Audrey's Books Ltd. (Address in Appendix A)

Annotated list of new books by 10 Alberta Publishers.

Atlantic Publishers Association 1978 Catalog (+ Spring '79 update). Available from Atlantic Publishers Association. (Address in Appendix A)

Annotated list of titles from 27 Atlantic publishers. No charge.

Bibliographie du Québec. Liste mensuelle des publications Québécoises ou Relatives au Québec, 1968.

Available at no charge to libraries from Services des Publications, Bibliothèque national du Québec.

Books from British Columbia 1978. Available from the Association of Book Publishers of British Columbia. (Address in Appendix A)

Annual catalog of over 1000 titles by subject, author and title. No charge.

Booksellers Choice: A Selective Guide to the Best Canadian Books. Available from Canadian Book Sellers Association.(Address in Appendix A)

Annual catalog of high quality and/or popular books by Canadian authors. No charge.

Brown, Gerald R. Canada: The Provincial Outlook. Ottawa: Canadian School Library Association, n.d. $4.00.

Annotated list of print materials about each province. Suggested grade levels given.

Canadabooks: Books for Canadian Education. Available from the Association of Canadian Publishers. (Address in Appendix A).

Catalogs available for K-6, 7-13, and University level, 1979. No charge.

Canadian Book Publishers' Council and the Association of Canadian Publishers. Canadian Studies 1980. Toronto, 1980.

Lists titles and descriptions of recent selected books in Canadian Studies.

Canadian Department of External Affairs. Canadian Studies Bibliographies. Ottawa, (c1978)

Canadian Department of External Affairs. Presentation of Canadian Books. Ottawa: Information Division, Department of External Affairs. 1974.

Lists 100 selected titles recommended for high school use.

________________. Publications available outside of Canada: Catalog No. 37, 1980. Ottawa: Information Services Division. Department of External Affairs.

Lists Canadian government publications available outside Canada.

Canadian Book Information Centre. Guide to Selecting Canadian Materials, Toronto.

Serial catalog of selected Canadian books. Available on request. Address in Appendix A.

Canadian Library Association. Publications 1980-81.

Catalog of recent and forthcoming titles published by the Canadian Library Association. Address in Appendix A.

Canadiana: Publications of Canadian Interest Received by the National Library. Canadian Government Publishing Centre. Address in Appendix A. $15./year. Monthly.

Catalogue of material published in Canada. Indexed by author, title, series, and subject.

Checklist 1978/79. Available from Canadian Book Information Centre, Toronto. Address in Appendix A.

Lists over 3500 titles. Arranged by subject, author, index. Lists over 100 member publishers, booksellers, and wholesalers. No charge.

Magazines Canada Magazines. Available from Canadian Periodical Publishers Association. Address in Appendix A.

Describes 120 Canadian magazines; arranged by subject and title. No charge.

Our Choice. Catalog of Childrens's Book Centre; Address in Appendix A. Available free on request.

D. GENERAL REFERENCE WORKS ON CANADA

Avis, Walter S. and others. Dictionary of Canadian English: The Beginning Dictionary. Agincourt, Ontario: W.J. Gage, 1962. Grades 3-5. $4.95.

Avis, Walter S. and others. Dictionary of Canadian English: The Intermediate Dictionary. Agincourt, Ontario: W.J. Gage, 1972. rev. ed. Grades 6-9. $8.95.

Avis, Walter S. and others. Dictionary of Canadian English: Senior Dictionary. Agincourt, Ontario: W.J. Gage, 1967. Grades 9-12. $11.95.

Avis, Walter S. et al, eds. Concise Dictionary of Canadianisms. Agincourt, Ontario: W.J. Gage, 1972. $4.95.

Avis, W.S. and others, eds. A Dictionary of Canadianisms. Agincourt, Ontario: W.J. GAge, 1967. $19.95.

Bliss, J.M., ed. Canadian History in Documents, 1763-1966. Scarborough, Ontario: McGraw-Hill, 1966. Grades 11-12 advanced. $6.24.

Bohne, Harold, ed. Canadian Books in Print. Toronto: University of Toronto Press, annual. $35.00.

Bumsted, J.M. Documentary Problems in Canadian History. Georgetown, Ontario: Irwin-Dorsey, Ltd. 1969. Vols. 1 & 2. $7.30 each vol.

Buxton, Bonnie, Betty Guernsey. Great Montreal Walks. Ottawa: Waxwing Productions, 1976. $3.50.

Canada Periodical Index. Canadian Library Association. $60.00/year. Monthly plus bound yearly cumulation.

Indexes 133 periodicals (14 in French, some bilingual) by subject and author.

Canadian Publishers Directory. Toronto: Greey de Pencier Publications. $6.00 (free to subscribers to Quill and Quire.

Semi-annually published directory of publishers, book wholesalers, distributors, and some book trade associations.

D. continued

Canada Yearbook. Bureau of Statistics, Ottawa, Information Canada, annual. $12.50.

CM: Canadian Materials for Schools and Libraries. $15.00/year (quarterly), Canadian Library Association.

Egoff, Sheila. The Republic of Childhood: A Critical Guide to Canadian Children's Literature in English. Don Mills, Ontario: Oxford University Press, 1967.

Studies Canadian children's literature in English, makes comparisons with outstanding children's books from other countries, and communicates the special qualities of the best Canadian writing. $11.75.

Encyclopedia Canadiana, 10 vols. Toronto: Grolier of Canada, 1977. $189.50.

Fulford, Robert, David Godfrey, Abraham Rotstein, eds. Read Canadian: A Book About Canadian Books. Toronto: James, Lewis and Samuel, 1972.

A guide to the books that have been written about Canada, its people, politics, history and arts. $10.00.

Granatstein, J.L. and Paul Stevens. Canada Since 1867: A Bibliographic Guide. Toronto: Samuel-Stevens Publishers, 1977. $4.95.

Topics in political science, economics, history, French Canada, and other regions.

Halpenny, Frances. Dictionary of Canadian Biography, vols. 1-10. Toronto: University of Toronto Press, 1979. ($35.00 per volume).

Handbook Canada. Prepared by Yearbook Section Information Division, Statistics Canada, Canadian Ministry of Industry, Trade and Commerce. (New editions yearly. Often available on request from Canadian Consulate, or by mail from Information Canada, Ottawa).

Harris, C.J., ed. Quick Canadian Facts: The Canadian Pocket Encyclopedia. Toronto: Quick Canadian Facts Lts. Annual. $4.75.

D. continued

Hilts, Len. Guide to Canada. New York: Rand McNally & Co., 1979. $7.95.

Includes excellent maps, accommodations and restaurants, special attractions, parks, and campgrounds.

Johnson, F. Henry. A Brief History of Canadian Education. Scarborough, Ontario: McGraw-Hill, 1968.

From the early emergings to the complex machinery of today's education system.

Kerr, D.G.G. Historical Atlas of Canada, 2nd ed. Don Mills, Ontario: Nelson, 1966. Education edition, $6.50.

Klinck, Carl F., ed. Literary History of Canada: Canadian Literature in English. Toronto: University of Toronto Press, 1965. $8.95.

Kong, Colleen Anderson. Canada's Capital Inside Out. Ottawa: Waxwing Productions, 1978. $3.95.

Lawr, Douglas A., and Robert D. Gidney. Educating Canadians: A documentary history of Canadian education. Scarborough, Ontario: Van Nostrand, 1973. $9.50.

McDonough, Irma(ed). Canadian Books for Young People. Toronto: University of Toronto Press, 1978. $8.50.

Catalogs over 1500 books by subject. Annotated.

The National Atlas of Canada. Toronto: The Macmillan Company, 1975. $67.50 cloth.

Pleva, E.G., and Norman Barnard, eds. The Canadian Oxford Desk Atlas. Don Mills, Ontario: Oxford University Press, 1972 (3rd ed.) $10.95

Pluscauskas, Martha (ed.). Canadian Books in Print. Toronto: University of Toronto Press. 1978 Author & Title Index $35.00 cloth; 1978 Subject Index, $30.00 cloth; 1979 now out of print; 1980 in press.

D. continued

Robinson, J. Lewis, and George S. Tomkins, eds. *The Gage World Atlas: A Canadian Perspective*. Agincourt, Ontario: W.J. Gage, 1972. Grades 7-12. $7.95.

Sawyer, Debora C. *Canadian Education Index*. Toronto: Canadian Education Association, Vol. 13(4) 1977/78. $70.00 first subscription; $10.00 subject heading list only.

Saywell, John. *Canada Past and Present*. Toronto: Clarke, Irwin and Co., 1975. (Available from Canadian Consulate).

Story, Norah. *The Oxford Companion to Canadian History and Literature*. Don Mills, Ontario: Oxford University Press, 1967. Grades 11-12 advanced. $24.95.

Thibault, Claude. *Bibliographia Canadiana*. Don Mills, Ontario: Longman, 1973. $25.00.

Toye, William, ed. *Supplement to the Oxford Companion to Canadian History and Literature*. Don Mills, Ontario: Oxford University Press, 1973. $12.50.

Urquhart, M.C., and K.A. Buckley, eds. *Historical Statistics of Canada*. Toronto: Macmillan, 1965. $45.00.

An important reference for those doing analytical work in the social sciences.

Vinay, Jean-Paul, and others, eds. *The Canadian Dictionary: French/English*. Toronto: McClelland and Stewart, 1962. $8.95.

Wallace, W.S. *The Macmillan Dictionary Canadian Biography*. (rev. ed.) Toronto: Macmillan, 1978. $20.00 approx.

Walters, Susan (ed.) *1980 Canadian Almanac and Directory*. Toronto: Copp Clark Pitman, 1980.

Watters, Reginald E., and Englis F. Bell. *On Canadian Literature, 1806-1960*. Toronto: University of Toronto Press, 1966. Grades 11-12 advanced. $10.00.

A check-list of articles, books and theses on English-Canadian Literature, its authors, & language.

D. continued

Weir, T., ed. Maps of the Prairie Provinces. Don Mills, Ontario: Oxford University Press, 1972. $50.00.

Maps on 31 individual sheets with 5 pages of text.

Whelpton, E.W., and others, eds. Who's Who in Canada: 1971-72. Toronto: International Press. Living Canadians of note.

E. ELEMENTARY (Grades 1-8)

1. History

a. Texts

Brown, George, Eleanor Harmon, and Marsh Jeanneret. Canada in North America to 1800. Toronto: Copp Clark, 1960. Study Guide, Grades 7-8. $2.50

Brown, George, Eleanor Harmon, and Marsh Jeanneret. Canada in North America 1800-1901. Toronto: Copp Clark, 1961. Grades 7-8. $9.95.

Dickie, Donalda J. My First History of Canada. Don Mills, Ontario: J.M. Dent, 1958. Grades 3-6. $2.50.

Field, John L. and Lloyd A. Dennis. Land of Promise. Don Mills, Ontario: J.M. Dent, 1960. Grades 4-6. $4.35.

Field, John L. and Lloyd A. Dennis. From Sea to Sea. Toronto: House of Grant, 1966. Grades 4-6. $4.35.

Hutton, Clark, I.M. Owen, Williams Frye. A Picture History of Canada, 2nd ed., Don Mills, Ontario: Oxford University Press, 1968. Grades 4-6. Brief texts and bright illustrations. $5.95.

Lambert, Richard S. The Twentieth Century. Don Mills, Ontario: J.M. Dent, 1960. Grades 6-9. $4.50.

Sutherland, Neil. Making Canadian History: Book 1. Agincourt, Ontario: W.J. Gage, 1966. Grades 4-9. $3.50.

Sutherland, Neil. Making Canadian History: Book 2. Agincourt, Ontario: W.J. Gage, 1967. Grades 4-9. $4.95.

Tait, George E. One Dominion. Scarborough, Ontario: McGraw-Hill Ryerson, 1962. Grades 4-7. $8.00.

Tait, George E. Fair Domain. Scarborough, Ontario: McGraw-Hill Ryerson, 1961. Grades 4-7. $8.24.

E. ELEMENTARY (History)
b. Supplementary Reading

Averill, Esther. Cartier Sails the St. Lawrence. New York: Harper and Row, 1956. Grades 5-7. An account of Cartier's three voyages. $9.89.

Campbell, Marjorie Wilkins. The Nor'westerns: The Fight for the Fur Trade. Toronto: Macmillan, 1954. Grades 6-10. A popular history of the Northwest Company, describing the rivalry in the fur trade. 1973, new edit. $4.95.

Carlton, Alex. Here's How it Happens: How Government Works in Canada. Agincourt, Ontario: Gage, 1978. Grades 7-8. $2.95.

Corkum, Nadja and Emma Hesse. How Canada Got its Capital. Toronto: McClelland and Stewart, 1975. Grades 6-10. $5.10.

Fairley, Thomas C. and Charles E. Israel. The True North: The Story of Joseph Bernier. Toronto: Macmillan, 1957. Grades 6-10. Biography. By his exploration of the Polar seas, this little known Canadian assured Canada's sovereignty over the Arctic. $4.95.

Fisher, Olive M. and C.L. Tyner. Totem, Tipi, and Tumpline. Don Mills, Ontario: J.M. Gage, 1955. The varied experiences of the Indians before the white people came. $4.95.

Haig-Brown, Roderick. Captain of the Discovery: The Story of Captain George Vancouver. Toronto: Macmillan, 1973. Grades 6-10. This explorer sailed with Captain Cook and later chartered the west coast of Canada. $2.50.

Haig-Brown, Roderick. The Farthest Shores. Don Mills, Ontario: Longman, 1960. Grades 6-9. The discovery and exploration of the coast of British Columbia. $3.95.

Harris, Leslie. Newfoundland and Labrador: A Brief History. Don Mills, Ontario: J.M. Dent, 1968. Grades 6-9. $6.00.

E. b. Supplementary Reading - continued

Jeffreys, Charles W. The Picture Gallery of Canadian History. 3 vols., Scarborough, Ontario: McGraw-Hill Ryerson, 1942-1950. Grades 6-12. The development of Canada from the beginning to 1900, in drawings of historic events, buildings, equipment, furniture, personages and costumes. $4.95 (each vol.).

Kilbourn, William. The Making of the Nation. Toronto: McClelland & Steward, 1973. Grades 4 and up. Social and political history from Confederation to the present. Records the different life styles and major events of Canada's growth with many reproduced paintings and photographs. $8.95.

Longstreth, T. Morris. The Scarlet Force: The Making of the Mounted Police. Toronto: Macmillan, 1973. Grades 6-10. The achievements of the Royal Canadian Mounted Police related to the settlement of Western Canada. $4.95.

McConkey, L. Sea and Cedar. N. Vancouver: Douglas and Macintyre, 1973. Grades 5-8. The Northwest Coast Indians. $5.95.

McCourt, Edward A. Revolt in the West: The Story of the Riel Rebellion. Toronto: Macmillan, 1958. Grades 6-10. The 1885 Indian-Metis rebellion and its leader Louis Riel. $4.95.

Summers, W.F. and M.E. A Geography of Newfoundland. Toronto: Copp-Clark, 1972. Grades 4-7.

Swayze, Fred. Frontenac and the Iroquois: The Fighting Governor of New France. Toronto: Macmillan, 1959. Grades 5 and up. A biography of the notable governor of New France. $4.95.

Syme, Ronald. Alexander Mackenzie, Canadian Explorer. New York: William Morrow, 1974. Grades 4-6. Biography of the noted explorer of Canada's Northwest. $6.00.

Tait, George E., ed. Famous Canadian Stories. Toronto: McClelland and Stewart, 1953. Grade 5. $4.25.

E. b. Supplementary Reading - continued

Tallant, Robert. Evangeline and the Acadians. New York: Random House, 1957. Grades 6-9. The descendants of the French settlers, forced to leave Nova Scotia in 1755, settled on the eastern coast of the United States and as far south as Louisiana. $2.95.

Toye, William. Cartier Discovers the St. Lawrence. Don Mills, Ontario: Oxford University Press, 1970. Early Exploration of Canada. $6.95.

Vass, B., R. Alderdice, and G. Sled. Countdown Canada: A Conceptual Study. Toronto: Macmillan, 1977. Grades 10-11. $8.75.

Washington, J.A. Burghardt, G. Hitchcox, and P. Christian. Focus on Canada. Scarborough, Ontario: McGraw-Hill Ryerson, 1978. Grades 9-10. $10.75.

White, Anne T. The St. Lawrence: Seaway of North America. New York: Garrard, 1961. Grades 5-8. The author traces early explorations, adventures of trappers and voyageurs to the harnessing of the river. $3.68.

Williams D.M. Montreal 1850-1870. Agincourt, Ontario: W.G. Gage, 1971. Grades 6-9. A sourcebook of original documents providing the materials necessary for an in-depth study of life in Montreal in the mid-19th century. $2.95.

Wood, Kerry. The Map-maker: The Story of David Thompson. Toronto: Macmillan, 1955. Grades 7-9. $1.95.

Zieman, Margaret. The First North Americans. Toronto: McClelland and Stewart, 1973. The day-to-day life of Indians before the white man came. $4.95.

E. ELEMENTARY (Grades 1-8)

2. Social Studies

a. Texts

Brown, George W. and Allen S. Merritt. Canadians and Their Government, 2nd ed. Don Mills, Ontario: J.M. Dent, 1971. Grades 6-10. An introduction to Canada's government. $1.95.

Carroll, J.A., L. Milberry. Canadian Communities. Scarborough, Ontario: Ginn, 1975. Grades 4-6. Examines representative communities across Canada. $6.48.

Ferris, T.T. and G.A. Onn. Civics for Canadians. Scarborough, Ontario: McGraw-Hill, 1965. Grades 4-8. Written to help young people understand their government and to help them appreciate their own involvement in it. $4.24.

Fisher, Olive M. A First Geography of Canada. Don Mills, Ontario: J.M. Dent, 1974. Grades 2-4. Elementary early geography. $4.75.

Knight, Lowrey and Leslie Richards. Cities for People. Don Mills, Ontario: Oxford University Press, 1977. Grades 3-5. Excellent . $6.40.

Marchand, Edward. Working for Canadians: A Study of Local, Provincial and Federal Government. Scarborough, Ontario: Prentice-Hall, 1979. $3.82 paper.

Pleva, E.G. and Spencer Inch, eds. Canadian Oxford School Atlas. 3rd ed. Don Mills, Ontario: Oxford University Press, 1972. $6.25.

Sager, Elmer, Frank Darrocks and Alex Jardine. A Geography of Canada. Don Mills, Ontario: J.M. Dent, 1960. Grades 5-6. $3.50.

Seiveright, Dorothy and Revor Lloyd. Canada and Her Neighbors, 2nd ed. Toronto: Ginn, 1966. Grades 3-8. $7.00.

Wiley, William, Dennis King, Arthur Welsh. Canada: This Land of Ours. Toronto: Ginn, 1976. Grades 5-10. Teacher's Guide available. $7.00.

Wilson, Keith. Manitoba: Profile of a Province. Winnipeg: Peguis Publishers, Ltd., 1975. Grades 5-6. $4.00.

E. 2. Social Studies
b. Supplementary Reading

American Heritage Book of Indians. New York: American Heritage Publishing Co., 1961. Grades 5-8. $1.75.

Bleeker, Sonia. Sioux Indians: Hunters and Warriors of the Plains. New York: William Morrow, 1962. Grade 4. $5.71.

Brown, John J. The Inventor: Great Ideas in Canadian Enterprise. Toronto: McClelland & Stewart, 1967. Grades 6-12. $8.95.

Bruce, Mabel. Jimmy's World. Toronto: Holt, Rinehart & Winston, 1970. Grades 1-3. A colorful look at the basic geographical units of a child's world, with Canada as the focus. $1.95.

Harvey, Jean-Charles. The Many Faces of Quebec. Toronto: Macmillan, 1966. Grades 6-12. Black and white photographs of the scenery and life in the Province of Quebec with descriptive text. $5.50.

Holmes, M.W. We Live in Greenwood Village. Don Mills, Ontario: J.M. Dent, 1958. Grade 2. The relationship between the citizen and his country. $2.25.

Horwood, James V. British Columbia. Toronto: McClelland & Stewart, 1966. Basic concepts of geography through eight studies of major industries of British Columbia. $3.55.

Kidd, Kenneth E. Canadians of Long Ago. Don Mills, Ontario: Longman, 1951. Grades 1-8. Anthropology. Indian life before the coming of the Europeans. Based on talks given to school groups at the Royal Ontario Museum of Arthaeology. $3.95.

Leechman, D. Native Tribes of Canada. Agincourt, Ontario: W.J. Gage, 1956. Grades 4-8. $8.95.

Ross, Frances A. The Land and the People of Canada. Philadelphia: Lippincott, 1964. Grades 6-10. A book of general description, written by an American, designed particularly for young readers in the United States. $8.95.

E. 2. Social Studies
b. Supplementary Reading - continued

Summers, William F. and Mary E. Geography of Newfoundland. rev. ed. Toronto: Copp Clark, 1972. Grades 3-5. $9.50.

E. 3. Literature

Aubry, Claude. The Christmas Wolf. Toronto: McClelland & Stewart, 1965. Grades 3-6. $4.95.

Aubry, Claude. The Magic Fiddler and Other Legends of French Canada. Toronto: Peter Martin, 1968. Grades 3-6. $3.95.

Aubry, Claude. Agouhanna. Toronto: Doubleday, 1972. A young Iroquois boy discovers the secret of bravery in time to save his village from attack by an enemy tribe. $.95.

Belaney, Archibald S. (Grey Owl) The Adventures of Sajo and Her Beaver People. Toronto: Macmillan, 1935. Grades 1-8. The story of two Indian children and their pet beavers, by Grey Owl, the Englishman who lived in Canada as an Indian and became a champion of conservation. $5.50.

Berton, Pierre. The Golden Trail: The Story of the Klondike Rush. Toronto: Macmillan, 1954. Grades 6-9. $4.95.

Blades, Ann. Mary of Mile 18. Montreal: Tundra, 1971. Grades 2-6. In the desolate British Columbia interior, young Mary's family must struggle valiantly to wrest a living from their farm, so much so that they can't afford to keep the stray wolf cub Mary finds and wants as a pet. Not, that is, until the cub proves his value in a most unusual way. $2.95.

Burnford, Sheila. The Incredible Journey. Don Mills, Ontario: Paperjacks, 1973. Grades 6-9. Believing themselves abandoned, two dogs and a cat make a remarkable journey through the wilds of Northwestern Ontario to find their "family." $1.50.

Campbell, A.P. *Kaki-Wahoo: The Little Indian Who Walked On His Head*. Ottawa: Borealis, 1973. A Canadian story for children of all ages of an Indian boy who actually walks on his head. $3.95.

Cawston, Vee. *Matuk, the Eskimo Boy*. New York: Lantern Press, 1965. Grades 3-4. $6.19.

Charlesworth, Roberta A. and Denis B. Lee, eds. *The Second Century Anthologies of Verse, Book 2.* Don Mills, Ontario: Oxford University Press, 1967. Grades 7-10. Strong selection of standard poets and traditional poems, as well as contemporaries. $4.50.

Clark, Ella E. *Indian Legends of Canada*. Toronto: McClelland & Stewart, 1960. Grade 3. $8.95.

Clark, Margaret Goff. *Mystery at Star Lake*. New York: Funk & Wagnalls, 1969. Grades 4 and up. A boy goes deep into the Canadian wilderness to join his older brother. There he finds mystery and makes an amazing capture. $1.15.

Coleman, Jim. *A Hoof-print on My Heart*. Toronto: McClelland & Stewart, 1971. Grades 3-6. A warmly nostalgic story of a little boy who always wanted to own a race horse. $7.95.

Connor, Ralph. *Glengarry Schooldays*. Toronto: McClelland & Stewart, 1968 (1902). The story of the old one-room schoolhouse, its masters and the young boys and girls who grew up in rural areas nearly a century ago. $5.95.

Cook, Lyn. *Samantha's Secret Room*. Toronto: Macmillan, 1963. Grades 5-8. Samantha searches in an historic Ontario farmhouse for a secret room that belonged to another Samantha of long ago. $1.15.

Cook, Lyn. *Jady and the General*. Toronto: Macmillan, 1955. Grades 5-9. $6.50.

Cook, Lyn. *Toys from the Sky*. Toronto: Clarke, Irwin, 1973. Grades 2-6. The story of two little Eskimo boys who are delighted when they receive Christmas presents dropped from an aeroplane. $4.95.

E. 3. Literature - continued

Cook, Lyn. Rebel on the Trail. Toronto: Macmillan, 1953. Grades 7-9. Two children become involved with William Lyon Mackenzie and the Rebellion of 1837. $6.50.

Cook, Lyn. The Secret of Willow Castle. Toronto: Macmillan, 1966. Grades 4-7. John A. Macdonald's young cousin, Henrietta, tries to solve the mystery of her friend Sarah's true identity. $6.50.

Cook. Lyn. The Road to Kip's Cove. Toronto: Macmillan, 1961. Grades 5-9. Kip and his Indian friend Dan, take an exciting canoe trip down the Trent Canal. $6.50.

Cook, Lyn. The Magical Miss Mittens. Toronto: Macmillan, 1970. Grades 6-9. From a Nova Scotian village three children travel backwards into history and take part in great events. $2.95.

Cook, Lyn. The Bells of Finland Street. Toronto: Macmillan, 1950. Grades 5-7. Stories of Canadian children. $6.95.

Corriveau, Monique, J.M. L'Heureux (trans.) The Wapiti. Toronto: Macmillan, 1968. Grades 3-6. A youth in seventeenth-century French Canada is kidnapped by Indians and finally brings peace between them and the French. $5.50.

Cosgrove, Edmund C. Terror of the Tar Sands. Don Mills, Ontario: Burns and MacEachern, 1968. Grades 4-8. The second episode in the adventures of the Windigo Wing Flyers. The pilots become involved in an unusual mystery involving an Indian tribe. $2.25.

Cosgrove, Edmund C. Casey of the Chronicle. Toronto: Clarke, Irwin, 1972. Grades 4-8. An adventure story of a young boy who gets a summer job as a copy boy at a newspaper, and when digging for information about the Mafia, finds out too much and is kidnapped. $5.95.

Craig, John. No Word for Good-Bye. Toronto: Peter Martin, 1969. Grades 3-6. An exciting moving and very real story of the adventures and friendship between a white boy and an Indian boy during a summer in the Lake of the Woods country. $3.95.

E. 3. Literature - continued

Creighton, Luella. The Hitching Post. Toronto: McClelland & Stewart, 1969. Grades 3-6. A suspenseful tale of a lonely little girl. $5.50.

Dalgliesh, Alice. The Courage of Sarah Noble. New York: Scribner's Sons, 1954. Grades 1-4. Pioneer adventures of an eight year old.

Downey, Mary Alice and Barbara Robertson, eds. The Wind Has Wings: Poems from Canada. Don Mills, Ontario: Oxford University Press, 1968. Grades 1-8. $5.95.

Ettridge, William. Susan Super Sleuth. Hamilton, Ontario: Potlatch Publications. Grades 5-6.

Faulknor, Cliff. The White Calf. Toronto: Little, Brown, 1976. Grades 5 and up. The story of Eagle Child son of the Warrior Night Rider, who found a white buffalo calf and brought it home. $5.75.

Faulknor, Cliff. The Smoke Horse. Toronto: McClelland & Stewart, 1968. Grades 5 and up. A story of those perilous times when white men were moving into the Eastern Rockies and the long-time allegiances amongst the Indians were breaking down. $2.79.

Field, Rachel. Calico Bush. New York: Dell, 1973. Grades 7-9. Story of Marguerite, a little French girl bound out to a family of pioneers. $8.95.

Ford, Frederick D. Atush Inlet. Don Mills, Ontario: Nelson, 1972. Grades 3-6. An adventure story set in the wilds of northern British Columbia. $1.70.

Fraser, Frances. The Bear Who Stole the Chinook. Toronto: Macmillan, 1959. Grades 1-5. Legends of the Blackfoot Indians of the Prairies. $6.50.

Freeman, Madeline. A Horse for Running Buffalo. Scarborough, Ontario: Van Nostrand, 1972. Grades 4-6. $1.95.

George, Jean. My Side of the Mountain. New York: Dutton, 1959. Grades 6-8. Living off the land in the Laurentians. $1.95.

E. 3. Literature - continued

Green, Mary M. Blance de Beaumont and the Pirates . Toronto: Holt, Rinehart, and Winston, 1971. Grades 2-4. $1.95.

Green, Mary M. Rose Latulippe and the Blue Shoes. Toronto: Holt, Rinehart, and Winston, 1969. Grades 2-4. Traditional French-Canadian legend of a young girl and her magical blue shoes. $.65.

Harris, Christie. Secret in the Stalakum Wild. Toronto: McClelland and Stewart, 1972. Grades 4-6. A modern day adventure story of the discovery of Stalakums, unnatural beings to British Columbia Indians and where they lead the imagination of a young girl.

Harris, Christie. Once Upon a Totem. Toronto: McCelland & Stewart, 1963. Five stories tell of the never-ending struggle between the Indians of the North Pacific Coast and the evil, supernatural creatures who surround them. $4.95.

Herapath, Theodora. Journey Into Danger. Don Mills, Ontario: Longman, 1966. Grades 3-6. The adventurous year of 1751 spent travelling by canoe and river boat from Montreal to Fort Toronto and back. $3.95.

Hill, Kay. Glooscap and His Magic: Legends of the Wabanaki Indians. Toronto: McClelland & Stewart, 1963. Grades 4-6. $3.50.

Hill, Kay. More Gooscap Stories. Toronto: McClelland & Stewart, 1970. Grades 4 and up. Legends of the Wabanaki Indians of Canada's eastern woodlands in Gaspe, Labrador and Newfoundland. $5.95.

Hinds, Margery. Makpa: The Story of an Eskimo-Canadian Boy. Scarborough, Ontario: McGraw-Hill, 1971. Grades 4-8. A year of the life of an eleven year old Eskimo boy is vividly recaptured as he pursues his harsh existence. $5.95.

Holling, Holling C. Paddle to the Sea. New York: Houghton Mifflin, 1957. Grades 4-6. The adventures of a toy canoe with a carved Indian figure journeying from Lake Nipigan to the Atlantic Ocean. $5.95.

Hooke, Hilda Mary. Thunder in the Mountains. Don Mills, Ontario: Oxford University Press, 1947. Grades 1-10. Myths and legends from many parts of Canada. $8.95.

E. 3. Literature - continued

Houston, James. The White Archer. Don Mills, Ontario: Longman, 1967. An Eskimo boy swears revenge on the Indian tribe who murdered his parents and kidnapped his sister. $8.50.

Houston, James. Wolf Run: A Caribou Eskimo Tale. Don Mills, Ontario: Longman, 1971. Grades 3-6. Young Punik seeks out after caribou to feed his starving family. A mystic near miraculous experience helps him survive. An Eskimo tale based on fact. $7.50.

Houston, James. Tikta'liktak: An Eskimo Legend. Don Mills, Ontario: Longman, 1965. Grades 1-8. A story of a young Eskimo hunter's gallant battle for survival when carried out to sea on an iceflow. $8.25.

Houston, James. Akavak: An Eskimo Journey. Don Mills, Ontario: Longman, 1968. Grades 3-6. Akavak takes his grandfather on a last visit to his family. Adventure and tragedy befall them. An Eskimo story based on fact. $7.75.

Johnston, Patronella. Tales of Nakomis. Don Mills, Ontario: Musson, 1970. Grades 4-10. A collection of seventeen Ojibway legends told to the author by an Indian woman who died at a hundred and three. $6.95.

Linn, Dr. John R., ed. Nanabozho and his Brother. Toronto: Holt, Rinehart and Winston, 1970. Grades 1-3. A highly individual Canadian Indian legend of Genesis told with simplicity. $2.50.

Mackenzie, Jean. River of Stars. Toronto: McClelland, & Stewart, 1971. Grades 4-8. The adventures of a fifteen year old Indian boy off the coast of British Columbia. $7.95.

McLaughlin, Lorrie. West to the Caribou. Toronto: Macmillan, 1962. Grade 6. $1.95.

Markoosie. Harpoon of the Hunter. Montreal: McGill-Queen's Press, 1970. $5.95.

E. 3. Literature - continued

Melzack, Ronald. The Day Tuk Became a Hunter and Other Eskimo Stories. Toronto: McClelland & Stewart, 1967. Grades 3-6. A collection of ten absorbing legends and myths of the Eskimo for children. $5.95.

Metayer, Maurice. Tales from the Igloo. Edmonton, Alberta: Hurtig, 1972. Grades 4-8. A beautiful and best-selling collection of Eskimo legends for all ages and especially young readers. $4.95.

Morriseau, Norval. Legends of My People, the Great Ojibway. Scarborough, Ontario: McGraw-Hill, 1965. Grades 4-10. A famed Ojibway artist has written and illustrated this record of tales and legends of his own people. $4.95.

Mowat, Farley. The Black Joke. Toronto: Little, Brown, 1962. Grades 5 and up. A rousing sea story of the 1930's in the tradition of the great classic pirate tales. The loot is bootleg liquor sailing out of Newfoundland. $8.75.

Mowat, Farley. Lost in the Barrens. Toronto: Little, Brown, 1956. Grades 7 and up. The adventure of two teenagers lost in the country's new frontier, the Canadian North. $8.75.

Mowat, Farley. The Curse of the Viking Grave. Toronto: Little, Brown, 1968. Grades 7 and up. $2.95.

Phelan, Josephine. The Boy Who Ran Away. Toronto: Macmillan, 1954. Grades 7-9. The early days in the Canadian West as seen by a boy who becomes apprentice to a painter. $1.95.

Reaney, James. Masks of Childhood. Toronto: New Press, 1972. Grades 3-6. This book contains three plays: "The Easter Egg," "Three Desks," and "The Kildeer."$6.95.

Reaney, James. The Boy With an R in His Hand. Toronto: Macmillan, 1965. A tale of the type-riot at William Lyon Mackenzie's printing office in 1826. $5.95.

E. 3. Literature - continued

Rolfe, Sheila. Amulets and Arrowheads. Don Mills, Ontario: Burns and MacEachern, 1967. Grades 3-6. A brother and sister cross Canada to spend summer on Vancouver Island. $3.25.

Schwarz, Herbert T. Elik and other Stories. Toronto: McClelland and Stewart, 1970. Grades 5-8. Illustrated stories of the Mackenzie Eskimos of Canada. $7.95.

Sharp, Edith Lambert. Nkawala. Toronto: Little, Brown, 1958. Grades 5-7. An Indian boy growing up in the Pacific Northwest. $2.95.

Stephenson, William. Great River Hunt. Don Mills, Ontario: Burns and MacEacher, 1967. Grades 3-6. A lighthearted story of a motley crew of young people searching for a kidnapped boy along the Ottawa River. $2.25.

Swayze, Fred. Iroquois War Trail. Scarborough, Ontario: McGraw-Hill, 1965. Grades 3-6. $5.95.

Tharp, Louise Hall. Champlain, Northwest Voyager. Toronto: Little, Brown, 1944. Grades 6-10. A fictional biography of the explorer. $5.95.

Toye, William. How Summer Came to Canada. Don Mills, Ontario: Oxford University Press, 1969. Grades 3-6. $8.95.

Wainscott, John. Furred and Feathered People. Cornwall, Ontario: Vesta Publications, 1977. Grades 5-6. $5.00.

Weatherby, Hugh. Tales the Totems Tell. Toronto: Macmillan, 1944. Grades 5-8. Colorful legends of the Indians of British Columbia. $4.95.

Wilkinson, Doug. Sons of the Arctic. Toronto: Clarke, Irwin, 1969. Grades 4-8. An adventure story of three Eskimo boys who follow the dangerous annual fishing expedition with their father. $3.75.

Wood, Kerry. The Boy and the Buffalo. Toronto: Macmillan, 1963. Grades 3-6. $3.95.

E. 3. Literature - continued

Young, Chip. The Little Hen of Huronia. Toronto: Clarke, Irwin, 1971. Grade 1.. $3.95.

Young, Delbert A. According to Hakluyt. Toronto: Clarke, Irwin, 1973. Grades 3-6. $6.95.

Young, Scott. Boy at the Leafs' Camp. Toronto: Little, Brown, 1963. Grades 5-8. A hockey player just out of high school joins the Toronto Maple Leafs' training camp. $4.95.

Young, Scott. Scrubs on Skates. Toronto: Little, Brown, 1952. Grades 7 and up. Competition between schools for a hockey league championship. $4.95.

F. SECONDARY (Grades 9-12)

1. History

a. Texts

Brown, George W. *Building the Canadian Nation*. Don Mills, Ontario: J.M. Dent, 1958. Grades 9-12. $4.00.

Brown, George W. and Edwin Richardson. *Building the Canadian Nation, Vol. 1, 1492-1849*. New York: Manor Books, 1968. Grades 9-12 advanced. $4.00.

Brown, George W. & Edwin Richardson. *Building the Canadian Nation, Vol. 2, 1850-1967*. New York: Manor Books, 1968. Grades 9-12 advanced. $4.00.

Cook, Ramsay, John T. Saywell, and John C. Ricker. *Canada: A Modern Study*, 2nd ed. Toronto: Clarke, Irwin, 1972. Grades 11-12 advanced. $5.95.

Cornell, Paul G., et al. *Canada: Unity in Diversity*. Toronto: Holt, Rinehart, and Winston, 1967. Grades 10 and up. $13.75.

Cruxton, J. Bradley and W. Douglas Wilson. *Flashback Canada*. Don Mills, Ontario: Oxford University Press, 1978. Grades 7-9. $8.60.

Evans, Allan S., and I.L. Martinello. *Canada's Century*. Scarborough, Ontario: McGraw-Hill Ryerson, 1978. Grades 9-12. $10.15.

Herstein, H.H., L.J. Huges and R.C. Kirbyson. *Challenge and Survival: The History of Canada*. Scarborough, Ontario: Prentice-Hall, 1970. Grades 11-12 advanced. $9.95.

Kirbyson, Ronald C. *In Search of Canada, Vol. 1 and 2*. Scarborough, Ontario: Prentice-Hall, 1977. Grades 8-11. Highly recommended. $1.56 and 10.15.

Kirbyson, Ronald C., Elizabeth L. Peterson. *In Search of Canada Teacher's Guide*. Scarborough, Ontario: Prentice-Hall, 1977.

Lower, J.A. *Canada: Outline History*. Scarborough, Ontario: McGraw-Hill, 1966. Grades 9-12 advanced. $3.95.

F. 1. History - continued

McDevitt, Daniel J. Angus L. Scully, Carl F. Smith. *Canada Today*. Scarborough, Ontario: Prentice-Hall, 1979. Grades 9-11. $10.16.

McNaught, Kenneth and Ramsay Cook. *Canada and the United States*. Toronto: Clarke, Irwin, 1963. Grades 9-12 advanced. $6.00.

Martinello, I.L., and Allan S. Evans. *Call Us Canadians*. Scarborough, Ontario: McGraw-Hill Ryerson, 1967. Grades 8-10. $8.65.

Mitchner, E.A., M.B. Demaine, and J.P. Raymond. *Forging a Destiny: Canada Since 1945*. 1976. Grades 9-12. $8.65.

Moir, John S. and David M.L. Farr, eds. *The Canadian Experience*. Scarborough, Ontario: McGraw-Hill, 1969. Grades 11-12 advanced. $9.41.

Smith, David et al. *Canada: Discovering Our Heritage*. Scarborough, Ontario: Ginn, 1977. Grades 8-10. An excellent text. $8.40.

Stewart, Roderick and Neil McLean. *Forming a Nation: The Story of Canada and Canadians, Books 1 and 2*. Agincourt, Ontario: Gage, 1977 and 1978. Grades 8-11. Highly recommended. $7.98 each.

Trudel Marcel. *An Atlas of New France*. Quebec: Laval University Press, 1968. Grades 11-12 advanced. $7.50.

Willows, D. and S. Richmond. *Canada: Colony to Centennial*. Scarborough, Ontario: McGraw-Hill, 1970. Grades 11-12. $8.95.

F. 1. b. College Texts

Brebner, J. Bartlett. *Canada: A Modern History*. Ann Arbor, Michigan: Univ. of Michigan Press, 1970. $10.00.

Careless, J.M.S. *Canada: A Story of Challenge*. 3rd ed. Toronto: Macmillan of Canada, 1970. $4.95.

Creighton, Donald G. *Dominion of the North: The History of* Canada. rev. ed. Toronto: Macmillan, 1957. $5.95.

F. 1. History - continued

Esterbrook, W.T. and H.G.J. Aitken. Canadian Economic History. Toronto: Macmillan, 1956. $11.50.

Graham, Gerald D. A Concise History of Canada. New York: Viking, 1968. $7.95.

Lower, Arthur R.M. Colony to Nation: A History of Canada, 4th rev. ed. Don Mills, Ontario: Longman, 1964. $11.95.

McNaught, Kenneth. The History of Canada. New York: Praeger, 1970. $2.95.

Morton, William L. The Kingdom of Canada. Toronto: McClelland and Stewart. $16.50.

F. 1. c. Supplementary Reading

Abrahamson, Una. God Bless Our Home: Domestic Life in Nineteenth-Century Canada. Don Mills, Ontario: Burns and MacEachern, 1966. Grades 11-12 advanced. $12.50.

Allen, Ralph. Ordeal by Fire: Canada, 1910-1945. Garden City, New York: Doubleday, 1961. Grades 9-12 advanced. $8.50.

Angus, Terry, and Shirley White. Canadians All: Portraits of Our People. Agincourt, Ontario: Methuen, 1976. Grades 9-12. Highly recommended. $4.95.

Baglole, Harry. Exploring Island History. Belfast, P.E.I.: Ragweed Press, 1977. $11.95.

Batten, Jack. Canada Moves West 1880/1890. Toronto: Natural Science of Canada Ltd. 1977. $8.95.

Bellan, Ruben. Winnepeg First Century. Winnipeg, Canada: Queenston House, 1978. Economic history. $10.95.

Berton, Pierre. National Dream, Vols. 1 and 2. Toronto: McClelland and Stewart, 1970. Canadian Pacific R.R. history. $4.95 and $14.95.

F. 1. Supplementary Reading - continued

Berton, Pierre. Klondike, ref. ed. Toronto: McClelland and Stewart, 1972. Grades 11-12 advanced. $15.95.

Bird, Michael, Jr. The Town That Died. Scarborough, Ontario: McGraw-Hill, 1967. Grades 11-12 advanced. $3.95.

Bishop, Morris. Champlain: The Life of Fortitude. Toronto: McClelland and Stewart, 1963. Grades 9-12 advanced. $3.25.

Bishop, William A. The Courage of Early Morning. Toronto: McClelland and Stewart, 1975. Grades 8-12. The story of Canada's World War I flying ace, Billy Bishop. $6.95.

Blyth, J.A. The Canadian Social Inheritance. Toronto: Copp Clark, 1972. Grades 11-12 advanced. Certain social issues that have affected the development of Canada are traced including Canadian experiences of Britain and America. $5.95.

Braithwaite, Max. The Hungry Thirties 1930/1940. Toronto: Natural Science of Canada Ltd., 1977. $8.95.

Bruce, Jean. The Last Best West. Don Mills, Ontario: Fitzhenry and Whiteside, 1976. Grades 8-12. $5.95.

Callbeck, Lorne C. The Cradle of Confederation (P.E.I.). Fredricton, N.B.: Brunswick Press, 1964. Grades 9-12 advanced. $5.00.

The Canadian Indian: Quebec and the Atlantic Provinces: Indian and Northern Affairs, 1973. $1.50.

Careless, J.M.S., ed. The Pioneers: Illustrated History of Early Settlement in Canada, rev. ed. Toronto: McClelland and Stewart, 1973. Grades 11-12 advanced. $8.95.

Careless, J.M.S. Brown of the Globe Vol 1 (1972 Vol 2 (1972). Toronto: Macmillan. Grades 11-12 advanced. $5.95.

F. 1. Supplementary Reading - continued

Careless, J.M.S. ed. Colonists and Canadians, 1760-1867. Toronto: Macmillan, 1971. Grades 9-12 advanced. A decade by decade history of Canada by eleven historians focusing on the people and on the economic and cultural developments that shaped lives. $5.25.

Careless, J.M.S. and R. Craig Brown. The Canadians, 1867-1967. Toronto: Macmillan, 1968. Grades 11-12 advanced. A continuation of the decade by decade history. $14.50.

Cashman, Tony. An Illustrated History of Western Canada. Edmonton, Alberta: Hertig, 1971. Grades 11-12. A history of the four western provinces specifically designed for the young adult reader. $12.95.

Chafe, J.W. Extraordinary Tales from Manitoba's History. Toronto: McClelland and Stewart, 1973. $7.95.

Clark, Andrew. Three Centuries and the Island. Toronto: Univ. of Toronto Press, 1959. Grades 11-12 advanced. Prince Edward Island. $22.50.

Conrad, Margaret, and John Ricker. 20th Century Canada. Toronto: Clarke, 1974. Grades 11-12. A short history. $3.42.

Cook, Ramsay, ed. French-Canadian Nationalism. Toronto: Macmillan, 1969. Grades 11-12 advanced. $5.95.

Cook, Ramsay. Canada and the French-Canadian Question. Toronto: Macmillan, 1966. Grades 11-12 advanced. $4.50.

Cook, Ramsay. The Maple Leaf Forever. Toronto: Macmillan, 1971. Grades 11-12 advanced. Historical essays on nationalism and politics in Canada. $4.95.

The Corrective Collective. Never Done: The Centuries of Women and Work in Canada. Canadian Women's Educational Press, 1974. Grades 11-12. Highly recommended. $5.56.

F. 1. Supplementary Reading - continued

Costain, Thomas B. The White and the Gold. Garden City, New York: Doubleday, 1954. Grades 9-12 advanced. Part of a series of six volumes put out by Doubleday between 1954-1968 on Canadian history. $8.50.

Coulter, John. The Trial of Louis Riel. Ottawa: Oberon Press, 1969. $3.50.

Craig, Gerald M. The United States and Canada. Cambridge, Mass.: Harvard Univ. Press, 1968. Grades 11-12 advanced. Survey of Canadian-American relations. $4.95.

Creighton, Donald G. John A. Macdonald, 2 vols. Toronto: Macmillan, 1952-55. Grades 11-12 advanced. $10.50.

Creighton, Donald. Canada's First Century. Toronto: Macmillan, 1972. Grades 11-12 advanced. Concentrates on political events and personalities who molded them. $5.50.

Creighton, Donald. The Empire of the St. Lawrence. Toronto: Macmillan, 1956. Grades 10-12 advanced. An advanced study in commerce and politics covering the period 1760-1850. $6.95.

Eccles, W.J. The Canadian Frontier, 1534-1760. New York: Holt, Rinehart and Winston, 1969. Grades 11-12 advanced. $12.50.

Embee, Jesse. Let Us Live: The Native Peoples of Canada. Don Mills, Ontario: Dent, 1977. Grades 8-11. $3.95.

England, George Allan. The Greatest Hunt in the World. Montreal: Tundra Books, 1969. An eyewitness account of the 1922 Newfoundland seal hunt, out of print for over 40 years. $3.95.

Farrar, Frederick S. Arctic Assignment: The Story of the St. Roch. Toronto: Macmillan, 1973. Grades 9-12. The story of the two year voyage of the Royal Canadian Mounted Police vessel, the St. Roch, from Vancouver to Halifax via the Northwest Passage. $4.95.

F. 1. Supplementary Reading - continued

Ferns, H.S., S.J. Ferns. Eighty-Five Years in Canada. Winnipeg, Queenston House, 1978. Autobiography. $10.95.

Fink, Dean. Life in Upper Canada: 1781-1841. Toronto: McClelland and Stewart, 1971. Grades 8-12. An historical study of Upper Canada drawing special attention to the social and economic difficulties of the period. $3.25.

Fraser, Blair. The Search for Identity: Canada, 1945-1967. Toronto: Doubleday, 1967. Grades 9-12 advanced. $8.50.

Frederickson, Olive and Ben East. The Silence of the North. Don Mills, Ontario: General Publishers, 1972. Grades 9-12. An eighty year old woman's memoirs of growing up in the British Columbia woods. $6.95.

Fregault, Guy. Canada: The War of the Conquest. Don Mills, Ontario: Oxford University Press, 1969. Grades 10-12 advanced. $14.50.

Gailbraith, John K. The Scotch. New York: New American Library, 1970. Grades 9-12 advanced. Gailbraith writes of his Scotch forebearers who settled in the land and gave much of the tone to English Canadian life. $4.95.

Goulson, Cary F. Seventeenth Century Canada: Source Studies. Toronto: Macmillan, 1970. Grades 8 and up. A comprehensive set of easily read documents concentrating on one century of Canadian history. $13.75.

Gray, John Morgan. Lord Selkirk of Red River. East Lansing: Michigan State University, 1964. Grades 11-12 advanced. A biography of the founder of the Red River Colony, an early settlement of the Canadian west. $6.50.

Guillet, Edwin C. The Lives and Times of the Patriots. Toronto: Univ. of Toronto Press, 1968. Grades 9-12. A full account of the rebellion in upper Canada (1837-38), subsequent border troubles, and the fate of political prisoners. $3.50.

F. 1. Supplementary Reading - continued

Guillet, Edwin C. Pioneer Days in Upper Canada. Toronto: Univ. of Toronto Press, 1964. Grades 11-12 advanced $4.50.

Gwyn, Richard. Smallwood: The Unlikely Revolutionary. Toronto: McClelland and Stewart, 1972. Grades 11-12 advanced. Newfoundland. $4.95.

Hardy, W.G. From Sea to Sea, The Road To Nationhood: Canada, 1850-1910. Toronto; Doubleday, 1960. Grades 9-12. $8.50.

Henderson, J.L.H. John Strachan. Toronto: University of Toronto, 1969. Grades 10-12 advanced. A short, clear and well written biography of the founder of the protestant school system.

Hobson, Richmond P., Jr. Nothing Too Good for a Cowboy. Toronto: McClelland & Stewart, 1973. Grade 12 advanced. The rugged, harsh beauty of the British Columbia wilderness is a central part of this incredible but true story of a winter cattle-drive in the 1940's. $10.95.

Hodgetts, A.B., and J.D. Burns. Decisive Decades: A History of the Twentieth Century for Canadians. Don Mills, Ontario: Nelson, 1973. Grades 11-12. $6.75.

Horn, Michiel. The Dirty Thirties: Canadians in the Great Depression. Toronto: Copp Clark, 1971. Grades 9-12 advanced. Collection of documents. $10.50.

Howard, Richard, Sonia Riddock, and Peter Watson. Canada Since Confederation: An Atlantic Perspective. Toronto: Copp Clark, 1976. Grades 7-8. $9.25.

Hunt, Russell and Robert Campbell. K.C. Irving: Portrait of an Industrialist. Toronto: McClelland and Stewart, 1973. Grade 12 advanced. A biography of one of Canada's most successful entrepreneurs. $9.95.

Hutchison, Bruce. Mr. Prime Minister 1867-1964. Don Mills, Ontario: Longman, 1964. Grades 11-12 advanced. Surveys of the careers of Canada's Prime Ministers. $4.95.

F. 1. Supplementary Reading - continued

Jackdaws. Toronto: Clarke, Irwin. (C2-C37). Collections of facsimiles of primary source material concerning specific events, highly recommended. See complete list under sample Multimedia Kits in Bibliography and Teaching Resources.

Keith, Ronald A. Bush Pilot with a Briefcase. Don Mills, Ontario: Paperjacks 1973. Grades 9-12. Ronald Keith tells the story of Grant McConachie's bush pilot days, his rise to the presidency of Canadian Pacific Airlines at the age of 38, and his extension of Canadian Pacific Airline routes all across the globe. $7.95.

Kelley, Thomas P. Run Indian Run: The Story of Simon Gun-an-noot. Don Mills, Ontario: Paperjacks, 1972. Grades 9-12. $1.75.

Kennedy, Chief Dan. Recollections of Assiniboine Chief. Toronto: McClelland and Stewart, 1972. Grades 9-12 advanced. Chief Dan Kennedy remembers the story of his people, the Assiniboine Indians of the North central plains of North America who once numbered 30,000 and have now shrunk to a sad 4000. $7.95.

Kilbourn, William M. The Firebrand: William Lyon MacKenzie. Toronto: Clarke, Irwin, 1956. Grades 11-12 advanced. $3.95.

Laidlaw, Alexander F. The Man from Margaree: Selections from the Writings of M.M. Coady. Toronto: McClelland and Stewart, 1971. Grades 10-12 advanced. A collection of the writings, speeches and letters of Dr. M.M. Coady, known as the "father" of the Co-operative movement and one of Canada's most prominent Catholic activists. $7.95.

LeMarsh, Judy. Memoirs of a Bird in a Gilded Cage. Toronto: McClelland and Stewart, 1968. Grades 11-12 advanced. $7.95.

LeBourdais, D.M. Stefansson: Ambassador of the North. Montreal: Harvest House, 1962. Grades 10-12 advanced. Personal contact and friendship with Stefansson as

F. 1. Supplementary Reading - continued

well as first hand knowledge of the Arctic has produced a tribute to one of the giants of our century. $2.50

Lower, Arthur Reginald M. Canadians in the Making: A Social History of Canada. Don Mills, Ontario: Longman, 1958. Grades 11-12 advanced. $6.15.

MacKay, Douglas. The Honourable Company: A History of the Hudson's Bay Company. Freeport, New York: B.F.L. Communications, 1936. Grades 9-12 advanced. $18.75.

McNaught, Kenneth. A Prophet in Politics. Toronto: Univ. of Toronto Press, 1959. Grades 11-12 advanced. Biography of the pioneer social worker, founder of the C.C.F. and able parliamentarian, J.S. Woodsworth. $5.95.

Marshall, Joyce, ed. Word from New France; The Selected Letters of Marie de l'Incarnation. Don Mills, Ontario: Oxford University Press, 1967. Grades 9-12 advanced. Sixty-six letters containing vivid descriptions of Iroquois attacks and peace missions, adventures of the missionary priests, the famous earthquake of 1663, the leading personages of Quebec and everyday life there. With historical introduction and notes. $9.95.

Moodie, Susanna. Roughing It in the Bush. Toronto: McClelland & Stewart, 1962. An account of pioneering in Ontario in the 19th Century. $2.50.

Morchain, Janet, and Mason Wade. Search for a Nation: French-English Relations since 1792. Don Mills, Ontario: J.M. Dent, 1967. Grades 11-12 advanced. $2.50.

Morison, Samuel Eliot. Samuel de Champlain: Father of New France. Toronto: Little, Brown, 1972. Grades 10-12 advanced. The author re-creates this daring man, and the settling and scope of his revolutionary explorations. $12.50.

Morton, W.L. Manitoba: A History, 2nd ed. Toronto: University of Toronto Press, 1967. Grades 9-12 advanced. $17.50.

F. 1. Supplementary Reading - continued

Mowat, Farley. Tundra. Toronto: McClelland & Stewart, 1973. Grades 9-12 advanced. These gripping accounts of arctic adventure, written by the original explorers, with dramatic linking narrative by Farley Mowat concludes the trilogy, "The Top of the World" which also included "Ordeal by Ice" (1960) and "The Polar Passion" (1967). $6.95.

Mowat, Farley. Westviking. Toronto: McClelland & Stewart, 1973. Grades 11-12 advanced. $4.95.

Neatby, H. Blari. The Politics of Chaos. Toronto: Macmillan, 1972. Grades 11-12 advanced. A look at the variety of responses to the problems of the 1930's in Canada. $12.50.

Nicholson, Gerald, H.H. Boyd, R.J. Rannie, & A.E. Hobbs. Three Nations: Canada, Great Britain, and the United States in the Twentieth Century. rev. ed. Toronto: McClelland and Stewart, 1969. Grades 11-12 advanced. $4.50.

Ondaatje, Christopher and Donald Swainson. Prime Ministers of Canada, 1867-1968. Toronto: Pagurian, 1968. Grades 9-12. Biographical sketches of the Prime Ministers, illustrated with line drawings. $8.95.

Ondaatje, Christopher, and Donald Swainson. The Prime Ministers of Canada: Macdonald to Trudeau. Toronto: Pagurian Press, 1975. Grades 11-12. $12.95.

Ormsby, Margaret A. British Columbia: A History. Toronto: Macmillan, 1958. Grades 11-12 advanced. $17.95.

Patterson, E. Palmer. The Canadian Indian: A History Since 1500. Don Mills, Ontario: Collier-Macmillan, 1972. Grades 9-12. $3.50.

Paaton, Jan. The Sinking of the I'm Alone. Toronto: McClelland and Stewart, 1973. Reminiscence and verbal recreation of the days of rumrunning during the prohibition period. $1.95.

F. 1. Supplementary Reading - continued

Patton, Jan. The Exodus of the Japanese. Toronto: Canada, McClelland and Steward, 1973. $6.99.

Patton, Jan. How the Depression Hit the West. Toronto: McClelland & Stewart, 1973. Grades 9-12. $1.95.

Peate, Mary. Girl in a Red River Coat. Toronto: Clarke, Irwin, 1973. Grades 9-12 advanced. The author's recollections of her childhood in the Notre Dame de Grace white-collar district of Montreal during the depression of the 30's. $3.25.

Raddall, Thomas H. Halifax: Warden of the North. Toronto: McClelland and Stewart, 1971. Grades 11-12 advanced. $6.95.

Rasmussen, Linda, Lorna Rasmussen, Candace Savage, and Anne Wheller. A Harvest Yet to Reap: A History of Prairie Women. Canadian Women's Educational Press, 1976. Grades 9-12. Highly recommended. $7.16.

Reamon, Elmore G. The Trail of the Black Walnut. Toronto: Ontario, McClelland and Stewart, Ltd., 1957. About Pennsylvania Germans who settled in Ontario. $4.95.

Robert, Jean-Claude. De Canada Francais au Quebec libre. Paris: Flammarion, 1975.

Robertson, R.W.W. Sir John A. Builds a Nation: The Expansion of Confederation, 1867-73. Don Mills, Ontario: Burns and MacEachern, 1968. Grades 9-12. How Sir John A. Macdonald conciliated Nova Scotia, acquired the Northwest Territories, created the province of Manitoba and led British Columbia and Prince Edward Island into Confederation.

Robertson, R.W.W., ed. New Homes in a New Land: The Settlement of the West. Don Mills, Ontario: Burns and MacEachern, 1970. Grades 9-12. $1.75.

F. 1. Supplementary Reading - continued

Robertson, R.W.W. Stand Fast, Craigellachie: The Building of the Transcontinental Railway, 1867-85. Don Mills, Ontario: Burns and MacEachern, 1968. Grades 9-12. The political climate, the unusual men who achieved "the miracle of the CPR" and the challenging land.

Rutledge, Joseph L. Century of Conflict: The Struggle Between the French and British in Colonial America. Toronto: Doubleday, 1956. Grades 11-12 advanced. $8.50.

Saywell, John T. Canada: Past and Present. Toronto: Clarke, Irwin, 1969. Grades 9-12 advanced. $4.95.

Schull, Joseph. The Nation Makers. Toronto: Macmillan, 1967. Grades 7-10. A masterful and entertaining account of the men, events and politics of Confederation. $2.95.

Schull, Joseph. Rebellion: Rising in French Canada 1837. Toronto: Macmillan, 1971. Grades 7-10. The rising in French Canada, 1937, which has left smouldering resentments to the present is sympathetically and dramatically examined. $4.95.

Schull, Joseph. Laurier: The First Canadian. Toronto: Macmillan, 1965. Grades 11-12. A biography of the first French Canadian Prime Minister of Canada. $12.95.

Scott, Irene G. The Trek of the Overlanders. Don Mills, Ontario: Burns and MacEachern, 1968. Grades 9-12. The story of an epic journey from Fort Garry to the British Columbia goldfields in 1862, told from the point of view of Catherine Schubert, the only woman on the trek. $1.25.

Siegfried, Andre. The Race Questions in Canada. Toronto: McClelland and Stewart, 1966. Grades 11-12 advanced. $2.95.

Stanley, G.F.G. The Birth of Western Canada: A History of the Riel Rebellions. Toronto: University of Toronto Press, 1961. Grades 11-12 advanced. An authoritative and compelling history of the two Riel Rebellions in Western Canada, 1869-70 and 1885. $7.50.

F. 1. Supplementary Reading - continued

Stanley, G.F.G. Canada's Soldiers, rev. ed., 1960. Toronto: Macmillan, 1954. Grades 11-12 advanced. Traces the development of Canada's military tradition and organization from the days of the Indians to the Korean War.

Stanley, George F.G. Louis Riel. Scarborough, Ontario: McGraw-Hill, 1972. Grades 11-12 advanced. A biography of the Metis leader of the Western risings of 1869-70 and 1885. $.60.

Surtees, Robert J. The Original People. Toronto: Holt, Rinehart, and Winston, 1971. Grades 9-12. History, with documents, of Canadian Indians. $3.69.

Takashima, Shizuye. A Child in Prison Camp. Montreal: Tundra, 1971. Grades 8 and up. The personal account of the author's experiences in internment camp for Japanese Canadians during World War II. $3.95.

Trudeau, Pierre E. Federalism and the French Canadians. Toronto: Macmillan, 1968. Grades 11-12 advanced. $4.50.

Trueman, Stuart. The Ordeal of John Gyles. Toronto: McClelland and Stewart, 1966. Grades 9-12. Story of a nine year old who was captured by Maliseet Indians, taken from his home in Maine to become, much against his will, the first English speaking civilian resident of New Brunswick. $2.95.

Trueman, Stuart. The Fascinating World of New Brunswick. Toronto: McClelland and Stewart, 1973. Grade 12 advanced. Informal adcount of New Brunswick. $8.95.

Turner, C. Frank. Across the Medicine Line: The Epic Confrontation Between Sitting Bull and the Northwest Mounted Police. Toronto: McClelland and Stewart, 1973. Grades 9-12. $10.00.

Wade, Mason. The French Canadians, 1760-1967, 2 vols. rev. ed. Toronto: Macmillan, 1967. Grades 11-12 advanced. $5.95.

F. 1. Supplementary Reading - continued

Wade, Mason. The French Canadian Outlook. Toronto: McClelland and Stewart, 1964. Grades 11-12 advanced. $2.75.

Wilkinson, Doug. Arctic Fever: Search for the Northwest Passage. Toronto: Clarke, Irwin, 1971. Grade 12 advanced. Presents the picture of a harsh land. $6.95.

Williams, D.M. Early Days in Upper Canada 1790-1840. Agincourt, Ontario: W.J. Gage, 1972. Grades 6-9. By focusing on the "pioneer in the backwoods," this book illustrates the fast-paced change in Upper Canada from 1790-1840. $2.95.

Wise, S.F. and R.C. Brown. Canada Views the United States. Toronto: Macmillan, 1967. Grades 10-12 advanced. Canadian attitudes toward America and Americans before and after confederation. $3.95.

Woodcock, George. Canada and the Canadians, rev. ed. Toronto: Macmillan, 1967. Grades 11-12 advanced. A comprehensive and perceptive survey of Canada's history, institutions, arts, cities and politics. $5.95.

Young, Walter. Democracy and Discontent. Scarborough, Ontario: McGraw-Hill, 1969. Grades 11-12 advanced. The story of the rise of Progressivism, Socialism, and Social Credit in the Canadian West.

F. SECONDARY (Grades 9-12)

2. Social Studies
   a. Texts

Bavington, Jack, Barry Lithwick, Wayne Sproul, and Nora Thompson. Cultures in Canada. Maclean-Hunter Learning Materials, 1976. Grades 11-12. Highly recommended. $3.45.

Bowles; Hanley; Hodgins; Rawlyk. Canada and the U.S.. Scarborough, Ontario: Prentice-Hall of Canada Ltd., 1973. $3.53.

Braund, W.Bruce, John K. Woods, and Edward G. Pleva. Geography for Canadians, Book III. Scarborough, Ontario: McGraw-Hill, 1962. Grade 9. $7.95.

Braund, W. Bruce and William C. Blake. Studies in Canadian Economic Geography. Scarborough, Ontario: McGraw-Hill, 1969. Grades 9-12. $5.88.

Clark, Robert J. ed. Canadian Issues and Alternatives. Toronto: Macmillan, 1974. Grades 11-12. Highly recommended. $7.00.

Corder, Raymond G. and Ralph R. Krueger. Canada: A New Geography. Toronto: Holt, Rinehart, and Winston, 1969. Grades 7-10. $11.56.

Dawson, R. MacGregor. The Government of Canada. Toronto: Canada, University of Toronto, 1970. $12.50.

Hamelin, Louis-Edmond. Canada: A Geographical Perspective. Wiley, 1969. $8.60.

Innis, D.Q. Canada: A Geographical Study. Scarborough, Ontario: McGraw-Hill, 1966, Grades 10-12. $11.35.

Krueger, R., and R. Corder. Canada: A New Geography. Holt, Rinehart, Winston, 1974. Grades 10-12. $10.26.

Merritt, Alan S., and George Brown. Canadians and Their Government. Don Mills, Ontario: J.M. Dent, 1971. Grades 10-12. Traditional text including comparisons of Canadian, British, and American systems of government. $2.15.

F. 2. Social Studies - continued

Miller, J.A. and D. Hurst. Exercising Power: Government in Canada. Longmaus, 1977. Grades 10-12. An excellent study. $3.40.

Miller, J.A. and D. Hurst. Gaining Power: Democracy and Elections in Canada. Longmans, 1976. Grades 10-12. An excellent study. $3.00.

Munro, Iain, Howard A. Doughty, and Alan J.C. King. Canadian Studies: Self and Society. Wiley, 1975. Grades 9-12. $8.40.

Putnam, D.F. and R. G. Putnam. Canada: A Regional Analysis. Don Mills, Ontario: J.M. Dent, 1970. Emphasis on the human and economic geography of Canada. $6.75.

Ricker, John C. and John T. Saywell. How are we Governed? rev. ed. Toronto: Clarke, Irwin, 1967. Grades 9 and up. The answer includes the election of governing bodies and the allotment of powers to each in federal, provincial, municipal and legal areas in comparison with the American system. $3.25.

Clark, Robert J. ed. Canadian Issues and Alternatives. Macmillan, 1974. Grades 11-12. Highly recommended. $7.00.

Tomkins, D.M., V. Rout, C. Vincent, D. Walker, and V. Last. Canada: The Land and People. Gage, 1975. Grades 1 10-11. Excellent book. $9.95.

Tomkins, D. Margaret. North America: The Land and the People. Agincourt, Ontario: W.J. Gage, 1973. Grades 7-12. $7.95.

Tomkins, G.S. and Theo L. Hills. Canada: A Regional Geography. 2nd ed. Agincourt, Ontario: W.J. Gage, 1970. Grades 10-12. $10.95.

Warkenton, John, Ed. Canada: A Geographical Interpretation. Methuen, 1970. $13.20.

F. 2. Social Studies
b. Supplementary Reading

Adams, Ian. The Poverty Wall. Toronto: McClelland and Stewart, 1970. Grades 9-12. An indignant book confronting the problems of poverty in Canada. $4.50

Allen, Robert T. The Great Lakes. Toronto: Natural Science of Canada Ltd., 1970. Grades 9-12. $8.95.

Bennett, Allan C. Eskimo: Journey Through Time. Don Mills, Ontario: Fitzhenry and Whiteside, 1972. Grades 9-12. $2.35.

Berton, Pierre. The Smug Minority. Toronto: McClelland & Stewart, 1968. Grades 9-12. A concise survey of Canadian Society. $7.95.

Blishen, B.R. and others, eds. Canadian Society, 3rd ed. Toronto: Macmillan, 1968. Grades 11. An overview of the nature of sociology and concrete examples of what sociologists and others have learned about Canadian Society. $7.95.

Bowles; Hanley; Hodgins; Rawlyk. The Indian: Assimilation, Integration or Separation?. Ontario: Prentice-Hall, 1972. Grades 9-12. $3.53.

Bowles; Hanley; Hodgins; Rawlyk. Protest, Violence and Social Change. Ontario: Prentice-Hall, 1972. Grades 9-12. $3.53.

Buckley, Helen and Kenneth. Economics for Canadians, rev. ed. Toronto: Macmillan, 1968. Grades 11-12 advanced. $5.10.

Burton, Thomas L. Natural Resource Policy in Canada: Issues and Perspectives. Toronto: McClelland and Stewart, 1972. Grades 10-12 advanced. Options and alternatives for the development of Canada's resources. $4.95.

Butler, Kenneth C. Igloo Killinek. Don Mills, Ontario: Longman, 1963. Grades 9-12. Stationed on the northern tip of Labrador in 1920, Constable Butler of the RCMP recorded his experiences, often dangerous and sometimes amusing. $3.95.

F. 2. Supplementary Reading - continued

Camu, Pierre, S.W. Sametz and E.P. Weeks. *Economic Geography of Canada*. Toronto: Macmillan, 1964. Grades 11-12 advanced. $9.95.

Card, B.Y. *Trends and Change in Canadian Society*. Toronto: Macmillan, 1968. Grades 10-12. Communicates with younger Canadians about the ways in which their country is changing, and the significance of these changes to them as individual members of society. $4.95.

Clark, Gerald. *Canada, The Uneasy Neighbor*. Toronto: McClelland and Stewart, 1966. Grades 9-12 advanced. An overview of the country and its problems, by a journalist. $.95.

Clarkson, Stephen, ed. *Independent Foreign Policy for Canada?* Toronto: McClelland and Stewart, 1968. Grades 11-12 advanced. $5.50.

Classen, H. George. *Thrust and Counterthrust: The Genesis of the Canada-United States Border*. Don Mills, Ontario: Longman, 1965. Grades 11-12 advanced. $5.35.

Collier, Eric. *Three Against the Wilderness*. Toronto: Clarke, Irwin, 1959. Grades 9-12 advanced. A family's survival in the wilderness of British Columbia. $3.95.

Dawson, Robert M. *Democratic Government in Canada*, rev. ed. Toronto: University of Toronto Press, 1963. Grades 9-12 advanced. $7.50.

Eayrs, James. *The Art of the Possible: Government and Foreign Policy in Canada*. Toronto: University of Toronto Press, 1961. Grades 11-12 advanced. Government and external relations. $10.00.

Fayerweather, John. *Foreign Investment in Canada: Prospects for National Policy*. Don Mills, Ontario: Oxford University Press, 1974. Grades 11-12 advanced. A study of economic nationalism. $1.25.

Fox, Paul. *Politics: Canada*, 3rd ed. Scarborough, Ontario: McGraw-Hill, 1970. Grades 11-12 advanced. A collection of readings. $15.95.

F. 2. Supplementary Reading - continued

Frayne, Trent. Famous Hockey Players. Toronto: Dodd, Mead, 1973. Grades 7 and up. $6.25.

Glendon College Forum. Quebec Year 8. Toronto: C.B.C. Publications, 1968. Secondary and teacher, transcripts of forum held in Toronto on the "Quiet Revolution," $2.10.

Greason, George K. and Roy C. King. Canadian Democracy at Work, 3rd ed. Toronto: Macmillan, 1968. Grades 8-12. A study of Canadian government compared with the British and United States governments. $3.95.

Greason, G.K. and Roy C. King. The Citizen and Local Government, rev. ed. Toronto: Macmillan, 1967. A study of local government in Alberta. $1.20.

Guillet, Edwin C. Pioneer Arts and Crafts. Toronto: University of Toronto Press, 1940. $2.50.

Guillet, Edwin C. Pioneer Settlements in Upper Canada. Toronto: University of Toronto, 1933. $3.95.

Guillet, Edwin C. Pioneer Travel in Upper Canada. Toronto: University of Toronto, 1933. $3.95.

Gunn, Angus. M. Canada's Northland. Don Mills, Ontario: Oxford University Press, 1974. Grades 8-12. Looks at potentialities and problems of developing Canada's Northern frontier. $3.00.

Halpert, Herbert and G.M. Story. Christmas Mumming in Newfoundland. Toronto: University of Toronto Press, 1969. Grades 11-12 advanced. $25.00.

Harris, Christie. The Raven's Cry. Toronto: McClelland and Stewart, 1966. Grades 9-10. Traces the story of the Haida Indians after the coming of the white man. $2.79

Irving, Robert M. Readings in Canadian Geography. Toronto: Holt, Rinehart, and Winston, 1972. Grades 11-12 advanced. $8.31.

Jenness, Eileen. Indian Tribes of Canada. Scarborough,Ontario: McGraw-Hill, 1966. Grades 9-12 advanced. $3.95.

F. 2. Supplementary Reading - continued

Johnston, Basil. Ojibway Heritage. Toronto: McClelland and Stewart, 1976. Grades 9-12. $9.95.

Kelly, Fraser, ed. The Challenge of Confrontation: Canada '70. Toronto: McClelland and Stewart, 1969. A six volume set of topical contemporary issues. $2.95.

Kilbourn, Williams, ed. Canada: A Guide to the Peaceable Kingdom. Toronto: Macmillan, 1970. Grades 10-12 advanced. A collection of essays on Canada's past, present, and future. $5.50.

Kroetsch, Robert. Alberta. Toronto: Macmillan, 1968. Grades 9-12 advanced. $10.98.

Krueger, Ralph R., et al. Regional and Resource Planning in Canada. Toronto: Holt, Rinehart and Winston, 1970. Grades 11-12 advanced. $5.50.

Levesque, Rene. An Option for Quebec. Toronto: McClelland and Stewart, 1968. Grades 11-12 advanced. Quebec separatism. $3.95.

Lumsden, Ian, ed. Close the 49th Parallel etc. Toronto: University of Toronto Press, 1970. Grades 11-12 advanced. Twenty-one contributors discuss the increasing Americanization of Canadian life in all its aspects. $15.00.

McCourt, Edward A. Saskatchewan. Toronto: Macmillan, 1978. Grades 9-12 advanced. $4.95.

McCourt, Edward A. The Yukon and Northwest Territories. Toronto: Macmillan, 1969. Grades 9-12 advanced. $10.95.

McCourt, Edward A. The Road Across Canada. Toronto: Macmillan, 1972. Grades 11-12 advanced. An account trip from Newfoundland to British Columbia on the Trans-Canada Highway. $3.95.

McFarlane, Brian. 60 Years of Hockey, 2nd ed. McGraw, 1976. History of the National Hockey League. $8.95.

McGrath, W.T. Youth and the Law. Agincourt, Ontario: W.J. Gage, 1973. Grades 9-12. $2.75.

F. 2. Supplementary Reading - continued

McGrath, W.T., ed. Crime and Its Treatment in Canada. Toronto: Macmillan, 1965. Grade 12. A general survey of crime and corrections in Canada written by sixteen authors actively engaged in various forms of correctional work. $19.95.

MacLennan, Hugh. Seven Rivers of Canada. Toronto: Macmillan, 1961. Grades 9-12 advanced. Descriptions of the seven major rivers of Canada. $4.95.

MacPhail, Margaret. Loch Bras D'or. Windsor, N.S. Lancelot Press, 1970. Grades 11-12 advanced. $2.95.

Mann, W.E., ed. Canada: A Sociological Profile, 2nd ed. Toronto: Copp Clark, 1971. Grades 11-12 advanced. A collection of essays on Canadian Society. $9.95.

Marsden, Lorna. Population Probe: Canada. Toronto: Copp Clark, 1972. Grades 11-12 advanced. Considers the need for population policy for Canada, and the implications of such a policy. $4.95.

Marsh, Leonard. Communities in Canada. Toronto: McClelland and Stewart, 1970. Grades 8-12. Compilation of readings and study sections. $3.25.

Massey, Hector, ed. The Canadian Military: A Profile. Toronto: Copp Clark, 1971. Ten articles discuss certain specific aspects of the Canadian military. $4.95.

Meiklejohn, Phyllis J. The Family. Toronto: McClelland and Stewart, 1969. Grades 8-12. Selections provide a contemporary and broad-based view of family living and expose the student to basic attitudes and problems in Canadian society. $2.70.

Moir, John S., T.T. Ferris, and G.A. Onn, eds. Readings in Canadian Civics. Scarborough, Ontario: McGraw-Hill, 1968. Grades 9-12. $7.94.

Mowat, Farley. Canada North Now. Toronto: McClelland and Stewart, 1967. Grades 9-12 advanced. Photographs, descriptions and text of the Yukon and Northwest Territories. $5.95.

F. 2. Supplementary Reading - continued

Mowat, Farley, and John DeVisser. *This Rock Within the Sea*. Toronto: McClelland and Stewart, 1968. Grades 11-12 advanced. Newfoundland. Pictorial with comments. $18.95.

Newman, Peter C. *Renegade in Power: The Diefenbaker Years*. Toronto: McClelland and Stewart, 1973. Grades 11-12 advanced. $2.75.

Nixon, G. Peter. *Four Cities*. Toronto: McClelland and Stewart, 1971. Grades 8-12. Four geographical studies,one each on the cities of London, Kitchener-Waterloo, Sarnia and Windsor. $2.75.

Orkin, Mark, M. *Speaking Canadian English*. Don Mills, Ontario: General Publishers, 1970. Grades 4-10. A despription of English as spoken in Canada today-vocabulary, pronunciation, syntax, grammar, slang. $7.95.

Park, Julian, ed. *The Culture of Contemporary Canada*. Ithaca, N.Y.: Cornell University Press, 1957. Grades 11-12 advanced. Essays on various aspects of Canadian culture. $18.50.

Patterson, R.M. *Finlay's River*. Toronto: Macmillan, 1972. Grades 9-12. British Columbia and exploration. $4.95.

Penner, Norman, et al. *Keeping Canada Together*. Toronto: Amethyst Publications, 1978. Series of essays on Canadian conflicts.

Plunkett, Thomas. *Urban Canada and Its Government: A Study of Municipal Organizations*. Toronto: Macmillan, 1968. Grades 11-12. $3.95.

Porter, John. *The Vertical Mosaic*. Toronto: University of Toronto Press, 1965. Grades 11-12 advanced. Classic sociological profile of Canada. $7.95 (paper).

Robinson, J. Lewis. *Resources of the Canadian Shield*. Agincourt, Ontario: Methuen, 1969. Grades 8-12. Regional economic geography of Canada. $3.65.

F. 2. Supplementary Reading - continued

Rowat, D.C. *Your Local Government: A Sketch of the Municipal System of Canada*. Toronto: Macmillan, 1955. Grades 9-12. $4.95.

Simmons, James and Robert. *Urban Canada*. Toronto, Ontario: Copp Clark Publishing, 1974.

Singer, Benjamin D., ed. *Communications in Canadian Society*. Toronto: Copp Clark, 1975. Collection of articles which study the impact of the communication media on Canadian society. $9.50.

Smiley, Donald. *The Canadian Political Nationality*. Agincourt, Ontario: Methuen, 1967. Grade 12. A re-appraisal of the merits of Confederation and the circumstances under which it can or should continue. $2.25

Smith, Denis; *Bleeding Hearts..Bleeding Country*. Edmonton, Alberta: Hertig, 1971. Grades 11-12 advanced. Account of the traumatic events of October 1970 and a critical examination of the political philosophy of Pierre Trudeau. $7.95.

Stewart, Walter. *Shrug: Trudeau in Power*. Toronto: New Press, 1971. Grades 11-12 advanced. A critical account of the Trudeau regime. $7.95.

Taylor, Charles. *The Pattern of Politics*. Toronto: McClelland and Stewart, 1970. Grade 12 advanced. One of the first political books in Canada to take as its starting point the need for mammoth social change. $3.95.

Thomson, Dale C. and Roger Swanson. *Canadian Foreign Policy Options & Perspectives*. Scarborough, Ontario: McGraw-Hill, 1971. A concise and specific descriptive account of traditional Canadian foreign policy, particularly since World War II. $5.50.

Thompson, William Paul. *Winnipeg Architecture 100 years*. Winnipeg: Queenston House, 1975. $3.50.

Thordarson, Bruce. *Trudeau and Foreign Policy: A Study in Decision Making*. Don Mills, Ontario: Oxford University Press, 1972. Studies the foreign-policy

F. 2. Supplementary Reading - continued

review of the Trudeau administration between 1968 and 1970. $4.95.

Toppings, Earle, ed. Canada. Scarborough, Ontario: McGraw-Hill, 1967. Grades 9-12. An illustrated volume on people, plant and animal life, the land, the provinces. $24.95.

Tovell, Walter M. The Niagra River. Toronto: Royal Ontario Museum, 1979. Brief (24 pp) monograph with many pictures and maps.

Trimble, W. Understanding the Canadian Economy, 5th ed. Toronto: Copp Clark, 1972. An introduction both to elementary economic principles and to the special features of the Canadian economy. $7.45.

Van Stennsal, Maja, ed. People of Light and Dark. Ottawa: Information Canada, 1966. Grades 9-12 advanced. Eskimos. $3.00.

Walker, Michael (e.). Canadian Confederation at the Crossroads. Vancouver: The Fraser Institute, 1978.

Walsh, Gerald. Indians in Transition. Toronto: McClelland and Stewart, 1971. Grades 8-12. A balanced and objective, yet provocative treatment of the problems and roles of Indians in society today. $3.25.

Warkentin, John, ed. Canada: A Geographical Interpretation. Agincourt, Ontario: Methuen, 1970. Grades 11-12 advanced. $11.50.

Warkentin, John. The Western Interior of Canada: A Record of Geographical Discovery. Toronto: McClelland and Stewart, 1964. Grades 11-12 advanced. $3.25.

Wilson, Don, and Angus M. Gunn. Resource Use in Canada. Don Mills, Ontario: Oxford University Press, 1974. Grades 8-12. $2.50.

Wolforth, John. The Northland. Toronto: McClelland and Stewart, 1969. Grades 8-12. Encompasses the geography, sociology, and the history of the Yukon and the Northwest Territories. $4.95.

F. 2. Supplementary Reading - continued

Wonders, William, D. Canada's Changing North. Toronto: McClelland and Stewart, 1971. Grades 11-12 advanced. Informative articles on the nature and importance of Canada's North. $3.95.

Woodford, James. The Violated Vision. Toronto: McClelland and Stewart, 1972. Studies the problems of Industrialization and environmental control in the North. $6.95.

Zuker, Marvin A. A Guide to Law for Canadians. Toronto: Pitman(Canada), 1967. An outline of fundamental concepts of Canadian law. $3.25.

F. 3. Literature
a. General

Atwood, Margaret. Survival: A Thematic Guide to Canadian Literature. Toronto: Anansi, 1972. $4.95.

Bessette, Gerard, ed. De Quebec A Saint-Boniface: recits et nouvelles du Canada Francais. Toronto: Macmillan, 1968. Grades 10-12. An anthology in French of nineteen stories by French-Canadian writers intended as an introduction for English-speaking students to French-Canadian literature. $7.50.

Bowering, George, ed. Vibrations. Agincourt, Ontario: W.J. Gage, 1970. 49 poems by Canadian students in grades 11-12. An anthology with direct appeal to student readers. $2.35.

Fowke, Edith. Folklore of Canada. Toronto: McClelland and Stewart Ltd., 1979. Folktales, legends, tall tales, jokes, riddles, myths, sea chanties from all over Canada. Includes sections on folklore of Native Peoples, French Canadians, Anglo-Canadians, and other ethnic groups. $7.95 paper.

Frazer, Raymond, Clyde Rose, and Jim Stewart. East of Canada an Atlantic Anthology. Portugal Cove, Newfoundland: Breakwater Books, 1976. Anthology of writing from Maritime authors; includes short biographical sketches. $9.95 paper.

F. 3. General - continued

Frye, Northrop. The Bush Garden; Essays on the Canadian Imagination. Toronto: Anansi, 1971. Grades 10-12. $4.95.

Frye, Northop. The Modern Century. Don Mills, Ontario: Oxford University Press, 1967. Three public lectures that deal with the relation of literature and education to the social and political realities of the modern world. $3.95.

Geddes, Gary and Phyllis Bruce, eds. Fifteen Canadian Poets. Don Mills, Ontario: Oxford University Press, 1971. $5.00.

Gill, Stephen. Green Snow (Anthology of Canadian Poets of Asian Origin). Cornwall, Ontario: Vesta Publications, 1976. $5.00.

Gill, Stephen, Roland C. Hamel. Seaway Valley Poets (Anthology). Cornwall, Ontario: Vesta Publications, 1975. An anthology of poetry; includes short biographical notes. $5.00.

Glassco, John. Poetry of French Canada in Translation. Don Mills, Ontario: Oxford University Press, 1970. $6.25.

Glassco, John. Memoirs of Montparnasse. Don Mills, Ontario: Oxford University Press, 1970. Memoir of a young man's three years in Paris in the late twenties--completed in 1932-33 and published in 1970. $5.50.

Hale, Alice and Sheila Brooks. Nearly an Island. St. Johns, Newfoundland: Breakwater Books, Ltd., 1979. Anthology of Nova Scotian literature. $4.95.

Harris, Florence A., ed. The Art of Poetry. Toronto: McClelland & Stewart, 1964-66. Grades 9-10. $1.50.

Klink, C.F. and R.E. Watters, eds. Canadian Anthology, rev. ed. Agincourt, Ontario: W.J. Gage, 1966. A comprehensive anthology of Canadian literature, including selections by seventy-seven authors with authoritative biographical notes, as well as a sampling of criticism by Frye, McLuhan et al. $16.50.

F. 3. General - continued

Littlejohn, Bruce, Jon Pierce. Marked by the Wild. Toronto: McClelland and Stewart, 1973. Anthology of literature about the Canadian wilderness. $5.00.

McKellar, Hugh D., ed. Eighty Sight Poems for Secondary Schools. Agincourt, Ontario: Book Society of Canada,11962. Grades 10-12. Poems of distinction followed by good questions are arranged in this collection to provide range in difficulty, form and content. $1.75.

Mendel, Eli. Five Modern Canadian Poets. Toronto: Holt, Rinehart, and Winston, 1970. Selections of Earle Birney, Leonard Cohen, Alfred Purdy, Irving Layton, and Margaret Atwood. $2.44.

Mickleburgh, Brita. Canadian Literature Two Centuries in Prose. Toronto: McClelland and Stewart, 1973. $5.00.

Moss, John. Patterns of Isolation. Toronto: McClelland & Stewart, 1974. $4.94.

Parr, Joan. Winnipeg Stories. Winnipeg: Queenston House, 1974. Short story anthology. $2.25.

Purdy, Alfred, ed. Storm Warning. Toronto: McClelland and Stewart, 1971. Grades 8-12. Anthology of poems by thirty young Canadian poets selected by Governor-General's Award Winner, Al Purdy. $3.50.

Rose, Clyde, ed. Baffles of Wind and Tide. Portugal Cove, Newfoundland: Breakwater Books, 1974. A selection of writing from Newfoundland including poetry, drama, and short stories. $4.95 paper.

Rose, Clyde. The Blasty Bough. Portugal Cove, Newfoundland: Breakwater Books, 1976. Anthology of prose of Newfoundland. $9.95.

Smith, A.J.M., ed. The Oxford Book of Canadian Verse in English and French. Don Mills, Ontario: Oxford University Press, 1960. Grades 9-12 advanced. $4.95.

Smith, A.J.M. The Book of Canadian Poetry, 3rd ed. Agincourt, Ontario: W.J. Gage, 1957. A complete revision of this standard text, with the addition of twelve new contemporary authors. $16.50.

F. 3. General - continued

Theodore, C.R. and R. Legault. Conteurs du Canada et de la France. Agincourt, Ontario: W.J. Gage, 1967. Fifteen prose selections and three poetry selections by Canadian and French authors for students at the grade 11 level. $4.95.

Weaver, Robert and William Toye, eds. The Oxford Anthology of Canadian Literature. Don Mills, Ontario: Oxford University Press, 1973. $7.75.

Weaver, Robert, ed. Canadian Short Stories. Don Mills, Ontario: Oxford University Press, 1966. $5.00.

Weaver, Robert, ed. Canadian Short stories, second series. Don Mills, Ontario: Oxford University Press, 1968. $5.00.

Westermark, Tory I. and Bryan N.S. Gooch. Poetry is For People. Toronto: Macmillan, 1973. Grades 7-9. A collection of mainly contemporary poems with Canadian, American and British poets being equally represented. The poems deal with a wide variety of themes of varying interest to senior elementary and junior high school students. $3.50.

Wilson, Keith and Elva Motheral. The Poets' Record: Versus on Canadian History. Winnipeg: Peguis Publishers, 1975. Anthology of Canadian poetry dealing with historical events, arranged chronologically. $7.50.

F. 3. Literature
b. Poetry

Atwood, Margaret. The Animals in that Country. Don Mills, Ontario: Oxford University Press, 1968. Grades 9-12. $4.95.

Atwood, Margaret. Journals of Susanna Moodie. Don Mills, Ontario: Oxford University Press, 1970. Poems that re-create a pioneer's experience and are at the same time highly contemporary variations on the themes of dislocation and alienation, nature and civilization. $2.95.

F. 3. Poems - continued

Atwood, Margaret. Procedures for Underground. Don Mills, Ontario: Oxford University Press, 1970. The poet here polarizes and attempts to reconcile violence and peace, the personal and the political, the irrecoverable past and the inescapable present. $4.75.

Drummond, William Henry. The Habitant Poems. Toronto: McClelland & Stewart, 1959. Grades 11-12 advanced. Poems in French-Canadian dialect. $1.95.

Glassco, John. Selected Poems. Don Mills, Ontario: Oxford University Press, 1971. $5.95.

Hamel, Roland C. The Fairies' Hall and Other Poems. Cornwall, Ontario: Vesta Publications, 1975. Illustrated collection of poems. $3.50.

Johnston, George. Happy Enough, Poems 1935-1972. Don Mills, Ontario: Oxford University Press, 1972. $5.95.

Macpherson, Jay. The Boatman: And Other Poems. Don Mills, Ontario: Oxford University Press, 1968. $5.95.

Metcalf, John. The Speaking Earth: Canadian Poetry. Scarborough, Ontario: Van Nostrand, 1973. $2.95.

Phillips, Bluebell S. Selected Poems of Bluebell S. Phillips. Cornwall, Ontario: Vesta Publications, 1977. $5.00.

Pratt, E.J. Selected Poems of E.J. Pratt. Edited by Peter Buitenhuis, Toronto: Macmillan, 1968. $3.25.

Scott, F.R. Selected Poems. Don Mills, Ontario: Oxford University Press, 1971. $6.50.

Service, Robert W. Collected Poems of Robert Service. Scarborough, Ontario: McGraw-Hill, 1971. Grades 10 and up. Poems of the northwest. $9.95.

Vance, Bruce. In and Out of Love: Poems and Images. Scarborough, Ontario: Van Nostrand, 1971. $3.25.

Wassington, Miriam. Driving Home: Poems New and Selected. Don Mills, Ontario: Oxford Univ. Press, 1972. $4.95.

F. 3. Literature - continued

Wismer, Leslie E. Poems: A Collection by Leslie E. Wismer. Cornwall, Ontario: Vesta Publications, 1977. $4.00.

F. 3. Literature
c. Prose

Adams, Ian. The Trudeau Papers. Toronto: McClelland and Stewart, 1971. A novel set in 1975 which depicts an invasion of Canada by the United States. $5.95.

Aquin, Hubert. Prochain Episode. Toronto: McClelland and Stewart, 1972. Story of a young separatist awaiting trial, writing an espionage story in the psychiatric ward of the prison. $2.25.

Bacque, James. Big Lonely. Toronto: New Press, 1971. A novel of Quebec separatism and English Canada. $2.95.

Birney, Earle. Turvey. Toronto: McClelland & Stewart, 1963. The rich comic characterization of a simple-hearted man from the Kootenay Valley and the erratic progress of his military career in Canada and Europe during the Second World War. $9.95.

Buckler, Ernest. Ox Bells and Fireflies. Toronto: McClelland & Stewart, 1968. Rural Nova Scotia in the 1930's. $7.95.

Callaghan, Morley. They Shall Inherit the Earth. Toronto: McClelland & Stewart, 1969. Grades 11-12 advanced. $2.75.

Callaghan, Morley. The Loved and the Lost. Toronto: Macmillan, 1951. Grades 11-12 advanced. $3.95.

Carrier, Roch. La Guerre, Yes Sir! Toronto: House of Anansi Press Ltd. 1970. Novel dealing with the French-English situation in Quebec. English translation. $3.95.

Cather, Willa. Shadows on the Rock. New York: Random, 1971. Grades 9-12 advanced. Story of life in the colony of New France at the time of Governor Frontenac and Bishop Laval. $2.45.

F. 3. Prose - continued

Clark, Gregory. Gregory Clark War Stories. Scarborough, Ontario: McGraw-Hill, 1964. Grades 10-12 advanced. These stories of the two World Wars have a distinctive humor. $4.95.

Cohen, Leonard. Beautiful Losers. Toronto: Bantam, 1971. Grades 11-12 advanced. $1.75.

Cohen, Matt. Johnny Crackle Sings. Toronto: McClelland & Stewart, 1971. A novel of the rock music world showing compassion and understanding of the sense of quiet desperation felt by many of today's young people. $7.95.

Creighton, Helen. Bluenose Ghosts. Scarborough, Ontario: McGraw-Hill, 1957. Grades 9-12. Nova Scotia tales of "second sight" and haunted housed. $4.95.

Cutler, Ebbitt. The Last Noble Savage (I Once Knew an Indian Woman. Tundra, 1967. Grades 8 and up. Story of an extraordinary Indian woman in Quebec. $1.95.

Davies, Robertson. Leaven of Malice. Toronto: Clarke, Irwin, 1954. Grades 11-12 advanced. Kingston, Ontario: 20th Century. $3.95.

Downie, Mary Alice and John. Honor Bound. Don Mills, Ontario: Oxford University Press, 1971. Grades 8 and up. A novel set in the late 1700's about a Loyalist family who were forced to flee to Canada. $8.95.

Duncan, Sara J. The Imperialist. Toronto: McClelland and Stewart, 1971 (1904) Set in the centre of the late nineteenth century sociallife in an imaginative Ontario town called Elgin. $2.75.

Dunham, Mabel. The Trail of the Conestoga. McClelland and Stewart Ltd., 1942. (1970). $4.50.

Eadie, Bob. Seaway Valley Cartoons. Cornwall, Ontario: Vesta Publications, 1976. $5.00.

Epps, Bernard. The Outlaw of Megantic. Toronto: McClelland & Stewart, 1973. Historical novel in 19th century Quebec. $6.95.

F. 3. Prose - continued

Faulknor, Cliff. The White Calf-Tailfeathers. Toronto: Little, Brown, 1965. Grades 9-10. The adventures of a twelve-year-old Piegan Blackfoot boy provide a picture of Indian Life on the Prairies in the 1850's. $1.05.

Fraser, Sylvia. Pandora. Toronto: McClelland & Stewart, 1972. A first novel by Sylvia Fraser with drawings by Harold Town. $2.95.

Freedman, Benedict. Mrs. Mike. New York: Coward-McCann, 1947. New York: Berkley Pub., 1968. Grades 9-12. A mountie's bride faces hardship in the north. $1.95.

Fuller, Iola. The Loon Feather. New York: Harcourt, Brace, and Jovanovich, 1966. The story of Oneta, daughter of Tecumseh and granddaughter of the chief of the Loon Tribe of the Ojibways, during the fur trading days. $9.50.

Garner, Hugh. Cabbagetown. Richmond Hill, Ontario: Simon and Schuster, 1971. Also Scarborough, Ontario: McGraw-Hill, 1968. Grades 11-12 advanced. Toronto in the depression. $4.95.

Gill, Stephen. Immigrant. Cornwall, Ontario: Vesta Publications, 1978. Novel about the experiences of an immigrant from India who comes to Canada. $3.50.

Gill, Stephen. Life's Vagaries (Fourteen Short Stories). Cornwall, Ontario: Vesta Publications, 1974. $2.50.

Gill, Stephen. Reflections and Wounds. Cornwall, Ontario: Vesta Publications, 1978. $12.50.

Graham, Gwethalyn. Earth and High Heaven. Toronto: McClelland and Stewart, 1969. Grades 11-12 advanced. $2.95.

Grove, Frederick P. Settlers of the March. Toronto: McClelland & Stewart, 1965. Portrait of life in the Canadian West. $2.50.

Haliburton, Thomas C. The Sam Slick Anthology. Toronto: Clarke, Irwin, 1969. Grades 11-12 advanced. The amusing escapades of a Yankee clock-maker in the 1830's in Nova Scotia. $5.95.

F. 3. Prose - continued

Harrison, Charles Y. Generals Die in Bed. Hamilton, Ontario: Potlatch Publications Ltd., 1930. (1975.) A Canadian war novel. $1.95.

Hemon, Louis (W.W. Blake, translator). Maria Chapdelaine. Macmillan, 1973. Grades 9-12 advanced. A picture of the life of a pioneer family in Quebec. $2.50.

Ishmole, Jack. Walk in the Sky. New York: Dodd, Mead, 1972. Grades 7 up. Story of modern Mohawks. $4.50.

Kaplan, Bess. Corner Store. Winnipeg, Canada: Queenston House, 1975. $8.95.

Kipling, Rudyard. Captain's Courageous. Toronto: Macmillan, 1972. Grades 9-10. A youth's experiences among the fishermen of the Newfoundland banks. $2.25.

Kirby, William. The Golden Dog: A Romance of Old Quebec. Toronto: McClelland & Stewart, 1969. Grades 11-12 advanced. New France in the last days. $2.95.

Lancaster, Bruce. Bright to the Wanderer. New York: Popular Library, 1967. Grades 11-12 advanced. The Upper Canadian Rebellion of 1837. $10.95.

Leacock, Stephen, J.B. Priestly, ed. The Best of Leacock. Toronto: McClelland & Stewart, 1957. Grades 11-12 advanced. $9.95.

Lemelin, Roger. Samuel Putnam, translator. The Town Below. Toronto: McClelland & Stewart, 1961. Grades 11-12 advanced. Quebec City, especially working class, mid 20th century. $3.50.

Levi, Helen. A Small Informal Dance. Winnipeg: Queenston House, 1977. Novel about rural life in Canada. $4.95.

London, Jack. Call of the Wild. Toronto: Macmillan, 1969. Grades 7-10. Dog story. $2.25.

London, Jack. White Fang. New York: Scholastic Book Services, 1972. Grades 7-10. Dog story. $.95.

F. 3. Prose - continued

McLaughlin, Lorrie. Shogomoc Sam. Toronto: Macmillan, 1970. A rollicking tale of an 1850 Maritime lumber camp and the attempt of a boy who had been abandoned as a baby to trace his identity. $2.95.

MacLennan, Hugh. Each Man's Son. Toronto: Macmillan, 1971. A rough Cape Breton mining community. $3.50.

MacLennan, Hugh. The Watch that ends the Night. Scarborough, Ontario: New American Library, 1962. Montreal pre-WW II and WW II. $2.95.

MacLennan, Hugh. Return of the Sphinx. Toronto: Macmillan, 1967. Sequel to Each Man's Son examines the conflicts between the generations and between Quebec separatism and the traditions of English-speaking Canada. $8.95.

MacLennan, Hugh. Barometer Rising. Toronto: McClelland & Stewart, 1960. Grade 12 advanced. Story of the Halifax explosion of 1917. $2.25.

MacLennan, Hugh. Two Solitudes. Toronto: Ronalds-Federated Ltd., 1945. Novel about English and French-Canadians in Quebec. $3.50.

McRae, Garfield. A Room on the River. Winnipeg: Queenston House, 1977. Novel about Winnepeg. $10.95.

Maillet, Antonine. La Sagouine. Toronto: Simon & Pierre Publishing, 1979. (English translation of French). Acadian woman tells about her life; fiction.

Major, Kevin. Doryloads. Portugal Cove, Newfoundland: Breakwater Books, 1974. Writings and art of Newfoundland. $4.95.

Meade, Edward. Remember Me. Toronto: McClelland & Stewart, 1965. Novel of Canadians and their involvement in World War II. $1.95.

Mitchell, W.O. Who Has Seen the Wind? Toronto: Macmillan, 1960. Grades 11-12 advanced. $19.95.

F. 3. Prose - continued

Mitchell, W.O. Jake and the Kid. Toronto: Macmillan, 1961. Grades 7-9. The lively boy and his cranky old hero, who put Crocus, Saskatchewan on the map. $2.95.

Moore, Brian. The Luck of Ginger Coffey. Toronto: McClelland & Stewart, 1972. Grades 9-12 advanced. $2.95.

Moore, Brian. The Revolution Script. Toronto: McClelland & Stewart, 1971. Recreates, through the minds and actions of the kidnappers themselves, the Cross kidnapping and the abduction and murder of Pierre Laporte. $5.95.

Morgan, Dorothy. Chalkdust in My Blood. Cornwall, Ontario: Vesta Publications, 1975. Autobiographical series of short stories about teaching school in eastern Ontario. $4.50.

Munro, Alice. Lives of Girls and Women. Scarborough, Ontario: McGraw-Hill, 1971. $7.95.

Owen, D. & Herman Voaden. Nobody Waved Goodbye and Other Plays. Toronto: Macmillan, 1971. Grades 8-12. The complete script of Owen's National Film Board film about alienated youth. $1.65.

Parr, John. Jim Tweed. Winnipeg: Queenston House, 1978. Humorous novel about a high school student who transfers from Calgary, Alberta to a town in Manitoba. $11.95.

Parr, John. Speaking of Winnipeg. Winnipeg: Queenston House, 1974. Interviews with ex-Winnipeggers done on CBC. $5.00.

Raddall, Thomas. The Rover: The Story of a Canadian Privateer. Toronto: McClelland & Stewart, 1969. Grades 11-12 advanced. Set in Montreal. $4.95.

Richler, Mordecai. The Incomparable Atuk. Toronto: McClelland & Stewart, 1971. Satirical novel of an Eskimo in a white man's world. $1.95.

F. 3. Prose - continued

Roberts, Kenneth. Arundel. New York: Fawcett World, 1970. Grades 11-12 advanced. Arnold's invasion of Quebec via the Kennebec River. $1.95.

Roberts, Kenneth. Northwest Passage. New York: Fawcett World, 1972. Grades 11-12 advanced. Rogers Rangers and the search for a path across the continent. $1.25.

Roberts, Kenneth. Rabble in Arms. New York: Doubleday, 1947. 2nd ed. New York: Fawcett World, 1969. Grades 11-12 advanced. Chronicle of Burgoyne's invasion from Quebec to Saratoga. $6.95.

Ross, Sinclair. As for Me and My House. Toronto: McClelland & Stewart, 1958. Grades 11-12 advanced. $2.95.

Roy, Gabrielle. Harry Binsse, translator. The Cashier. Toronto: McClelland & Stewart, 1963. Grades 11-12 advanced. Urban Manitoba. $5.00.

Roy, Gabrielle. Hannah Josephson, translator. The Tin Flute. Toronto: McClelland & Stewart, 1969. Grades 11-12 advanced. French Canadian Montreal. $2.50.

Roy, Gabrielle. The Road Past Altamont. Toronto: McClelland & Stewart, 1976. Four stages in the life of a young French Canadian girl. $2.95.

Roy, Gabrielle. Windflower. Toronto: McClelland & Stewart, 1970. $2.35.

St. Pierre, Paul. Boss of the Namko Drive. Scarborough, Ontario: McGraw-Hill, 1965. Grades 6-10. A fifteen year old boy is put in charge of a 200-mile cattle drive. $5.95.

St. Pierre, Paul. Breaking South's Quarter Horse. Scarborough, Ontario: McGraw-Hill, 1966. $5.95.

Sinclair, David and Germaine Wakrentin, eds. The New World Journal of Alexander Graham Dunlop 1845. Toronto: Durdurn Press, 1976. Englishman who travels to Canada in 1945.

F. 3. Prose - continued

Slater, Patrick. The Yellow Briar. Toronto: Macmillan, 1970. Grades 7-9. Pre-confederation Ontario. $2.50.

Stein, David L. Scratch one Dreamer. Toronto: McClelland & Stewart, 1967. $7.95.

Weintraub, William. The Underdogs. Toronto: McClelland & Stewart, 1979. A satiric novel about post-separation Quebec.

Wiebe, Rudy. The Temptations of Big Bear. Toronto: McClelland & Stewart, 1977. Novel of prairie Indians during the Riel uprisings in the nineteenth century. $11.50.

Wilder, Joseph E. Read all About It: Reminiscences of an Immigrant Newsboy. Winnipeg: Peguis Publishers, 1978. Edited narration of experiences of the author from his childhood in Roumania to his immigration to Winnipeg. $4.50 paper.

Wiseman, Adele. The Sacrifice. Toronto: Macmillan, 1968. Novel of three generations of Jewish immigrants who settle in Winnipeg. $3.95.

Wismer, Leslie E. Rapids Away. Cornwall, Ontario: Vesta Publications, 1977. Novel about a community's (Wales, Ontario) experience with the Seaway and Joint Power Project. $5.00 paper.

F. 3. Literature
d. Drama

Ardrey, Robert. Thunder Rock: A Three Act Play. Agincourt, Ontario: Book Society, 1958. $1.75.

Cook, Michael. Three Plays. Portugal Cove, Newfoundland: Breakwater Books, 1977. The three plays included are "On the Rim of the Curve" (about the Beothuks of Newfoundland), "The Head, Guts and Soundbone Dance" (controversial play about Newfoundland's future), and "Theresa's Creed" (a Monologue). $5.95.

F. 3. Drama - continued

Davies, Robertson. Hunting, Stuart and Other Plays. Toronto: New Press, 1972. Grades 10-12. Three comedies that make full use of the possibilities of the stage. $5.95.

Gelinas, Gratien. Yesterday the Children Were Dancing. Toronto: Clarke, Irwin, 1967. A contemporary theme, the separatist movement in Quebec and its effect on one family. $3.25.

Gutteridge, Don. Riel: A Poem of Voices. Scarborough, Ontario, Van Nostrand, 1972. $3.50.

Morgan, Dorothy. The Witch of Plum Hollow. Cornwall, Ontario: Vesta Publications, 1977. A short play. $3.00.

Peterson, Leonard. The Great Hunger. Agincourt, Ontario: Book Society, 1967. An Eskimo son's revenge for the murder of his father is the basis of this three-act play which developed from the author's experience in an Eskimo community. $2.95.

Peterson, Leonard. Almighty Voice. Agincourt, Ontario: Book Society, 1974. The real-life story of the prairie Indian youth. $2.75.

Procunier, Edwin R. A Knife to Thy Throat. Agincourt, Ontario: Book Society, 1962. Grades 8-12. One-act plays for public presentation and studio study containing dramatic situations which, in the short period of half an hour, can be brought to a successful conclusion. $6.95.

Ryga, George. Indian. Agincourt, Ontario: Book Society, 1967. Alienation experienced by a minority group. The protagonist, an Albertan Indian, forces a government agent to listen to some home truths about the physical, economic, and spiritual destitution of Canada's Indian population. $.25.

St. Pierre, Paul. Sister Balonika. Agincourt, Ontario: Book Society, 1973. About a young Indian teaching nun at a residential school for Indian children in a remote area of the Yukon. $6.95.

Sinclair, Lister. The Blood is Strong. Agincourt, Ontario: Book Society, 1956. A drama of early Scottish Settlement in Cape Breton. $2.50.

F. 3. Literature

e. French Canadian Literature: Novels

1. Aguin, Hubert. Prochain épisode. Montréal: Cercle du Livre de France, 1965.
2. Bessette, Gérard. *La bagarre*. Montréal: Cercle du Livre de France, 1969.
3. Grignon, Claude-Henri. *Un homme et son péché*. Montréal: Stanké, Québec 10/10, 1977.
4. Guèvrement, Germaine. *Le Survenant*. Montréal: Fides, 1974. (Bibliothèque Canadienne-Francaise series)
5. Hebert, Anne. *Kamouraska*. Paris: Editions du Seuil, 1970.
6. Hemon, Louis. *Maria Chapdelaine*. Montréal: Fides, 1975.
7. Maillet, Antonine. *La Sagouine*. Montréal: Lemeac, 1973.
8. ____________. *Pelagie-la-Charrette*. Montréal: Leméac, 1979.
9. Ringuet. *Trente Arpents*. Montréal: Fides, 1973. (Bibliothèque Canadienne-Francaise series).
10. Roy, Gabrielle. *Bonheur d'occasion*. Montréal: Stanké, Québec 10/10, 1977.

F. 3. Literature

f. French Canadian Literature: Supplementary and Reference

1. Dumont, Fernand et Jean-Charles Falardeau. *Littérature et société canadiennes francaises*. Québec: Presses de l'université Laval, 1964.
2. Falardeau, Jean-Charles. *Notre société et son roman*. Montréal: Editions HMH, 1967.
3. Hamel, Réginald, John Hare et Paul Wyczynski. *Dictionnaire pratique des auteurs québécoise.* Montréal: Fides, 1976.
4. Lebel, Michel et Jean-Marcel Paquette. *Le Québec par ses textes littéraires (1534-1976).* Montréal: Editions France-Québec, 1979. An anthology; highly recommended.

G. Books in Series

Adventures in Canadian History Series. Robert W. Robertson (ed). Don Mills, Ontario: Burns and MacEachern, 1968-70. Grades 8-10. $1.58 each.

1. McLaughlin, Florence. *First Lady of Upper Canada*
2. Robertson, W.W.W. *The Execution of Thomas Scott*.
3. Robertson, R.W.W. *The Law Moves West: The North-West Mounted Police*.
4. Robertson, R.W.W. *New Homes in a New Land: The Settlement of the West*.
5. Robertson, R.W.W. *Sir John Builds a Wall: The National Policy*.
6. Robertson, R.W.W. *Sir John Builds a Nation: The Expansion of Confederation, 1867-73*.
7. Robertson, R.W.W. *Stand Fast Craigellachie: The Building of the Transcontinental Railway*, 1867-85.

Canada: Origins and Options, Ontario: Wiley. Grades 9-11.

1. Doughty, Howard A., *British Roots*.
2. Doughty, Howard A. *The First Canadians*.
3. Doughty, Howard A. *Our Legal Heritage*.
4. Munro, Iain R. *Immigration*.
5. Skidmore, Darrell R. *Canadian-American Relations*.
6. Skidmore, Darrel R. *You and Your Government*.

Canada's Illustrated Heritage (McClelland & Stewart) Gr. 7-12.

1. Atwood, Margaret. *Days of the Rebels 1815-1840*.
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Canadian Critical Issues. Grades 10-12. Ontario Institute.
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Canadian Geography Resources. Grades 9-12 (Dent)
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Canadian Issues. Grades 9-11. (Macmillan)
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2. Hewlitt, Alexander. Conscription: 1917.
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Canadian Lives. Grades 11-12 (Oxford)
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2. Flint, David. William Lyon Mackenzie: Rebel Against Authority.
3. Robertson, Barbara. Wilfrid Laurier: The Great Conciliator.
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5. Woodcock, George. Amor de Cosmos: Journalist and Reformer.

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Canadian Studies Series. Grades 8-10. (T. Nelson)

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Canadian Vignettes, Burns and MacEachern. Grades 7-9.

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Collier-Macmillan Canadian History Program. Grades 7-10.
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People and Places in Canada. Rinehart & Winston. Grades 6-7.
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We Built Canada Series, Keith Wilson, ed. Book Society of Canada. Grades 8-10.

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Women in Canadian Life, Jean Cochrane and Pat Kincaid, eds. Fitzhenry and Whiteside. Grades 11-12 advanced.

1. Cochrane, Jean. Women in Canadian Politics
2. Cochrane, Jean, Abby Hoffman, and Pat Kincaid. Women in Canadian Sports.
3. Dranoff, Linda S. Women in Canadian Law.
4. McClung, M.G. Women in Canadian Literature.

H. Periodicals
1. Book revues and bibliographic serials

Canadian Library Journal. $15.00/year (bi-monthly) Canadian Library Association.

Choix. Gouvernment de Quebec, Ministere de l'Education, Centrale des Bibliotheque. Montreal (22 issues/year; $2.50 per issue)

Graded booklist for secondary schools and unitersities.

Communique: Canadian Studies. Association of Canadian Community Colleges, Willowdale, Ontario. (Quarterly; $15.00 per year)

C.M.: Canadian Materials for Schools and Libraries. (Quarterly; $15.00 per year)

Evaluates books, magazines, films, and games produced for primary and secondary education. Excellent resources.

Quill & Quire. Greey de Pencier, Toronto (14 issuer/year, $16.00/year)

Includes reviews of Canadian books and other information about the publishing industry.

2. Scholarly Publications

Acadiensis. University of New Brunswick, Campus House, Fredericton, N.B. E3B 5A3. (Quarterly)

American Review of Canadian Studies. Association for Canadian Studies in the U.S. c/o Rufus Z. Smith, VPS - 2nd floor, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036.

Canadian Dimension. #801, 44 Princess St., Winnipeg, Man. R3B 1K2. (8/year).

Canadian Journal of Economics. University of Toronto Press, Front Campus, Toronto, Ont. M5S 1A6 (quarterly).

Canadian Journal of Education. Faculty of Education, University of B.C., Vancouver, BC V6T 1W5 (quarterly).

H. 2. Scholarly Publications - continued

Canadian Geographer. Canadian Association of Geographers, McGill University, Montreal (quarterly).

Canadian Historical Review. University of Toronto Press, Front Campus, Toronto, Ont. M5S 1A6 (quarterly).

Canadian Review of Sociology and Anthropology. Concordia University, 1455 Boul. de Maisonneuve ouest, #EN 302, Montreal, P.Q. H3G 1M8 (quarterly).

Canadian Teacher. Box 102, Stn. R., Toronto, Ont. (10/year)

Educational Digest. 481 University Avenue, Toronto, Ont. M5W 1A7 (bi-monthly).

Journal of Canadian Studies. Trent University, Peterborough, Ont. k9J 7B8 (quarterly).

Quarterly of Canadian Studies for the Secondary School. Bcx 816, Station F, Toronto, Ont. M4Y 2N7 (quarterly).

H. 3. Daily Newspapers

Le Devoir. 211 St. Sacrement Street, Montreal, Quebec H2Y 1X1.

Edmonton Journal. Southern Press, 1000 6-101 Street, Admonton, Alta. T5J 2S6.

L'Evangeline. 80 Church Street, Moncton, N.B.

Halifax Chronicle-Herald. 1650 Argyle Street, Halifax, Nova Scotia B3J 2B4.

The Leader Post. Victoria & Park Streets, Regina, Saskatchewan S4P 3G4.

Montreal Gazette. 1000 St. Antoine Street, Montreal, Quebec H3C 3R7.

The St. John's Evening Telegram. Duckworth Street, St. John's, Newfoundland A1C 5X7.

The Saint John Telegraph-Journal. Crown Street at Union, Saint John, New Brunswick.

H. 3. continued

Le Soleil. 390 St. Vallier E., Quebec, Quebec G1K 7J6.

Toronto Globe and Mail. 444 Front Street W., Toronto, Ontario M5V 2S9.

Toronto Star. One Yonge Street, Toronto, Ontario M5E 1E6.

Vancouver Sun. 2250 Granville Street, Vancouver, B.C. V6H 3G2.

Winnipeg Free Press. 300 Carlton Street, Winnipeg, Man. R3C 3C1.

H. 4. Newsletters and Magazines

Atlantic Insight. (monthly) 6088 Coburg Road, Halifax, Nova Scotia B3H 1Z4.

Canada Today/d'aujourd'hui. (Newsletter), Canadian Embassy, 1771 N. Street, N.W., Room 300, Washington, D.C. 200036 (10 issues/year).

The Financial Post Magazine. (monthly) 481 University Avenue, Toronto, Ontario M5W 1A7.

MacLean's Magazine. (weekly) 481 University Avenue, Toronto, Ontario M5W 1A7. French edition: 625 President Kennedy Avenue, Montreal, P.Q. H3A 1K5.

Saturday Night. (10 issues/year) 69 Front Street E, Toronto, Ontario M5E 1R3.

III. TEACHING AIDS AND AUDIO-VISUAL MATERIALS

A. Audio Visual Materials Catalogs and Guides

Catalogs

Canadian Consulate General. Film Canada (English or French), 1979. (Available free of charge from Canadian Consulate nearest you; see addresses in Appendix A)

Contains full descriptions of freeloan films available through the Consulate General in Boston. Includes listing by subject, information on ordering and illustrations.

III. A. Catalogs - continued

National Film Board of Canada. Media '79: Learning Resource Materials, Rexdale, Ontario: McIntyre Educational Media Ltd., 1979. (For address see Appendix A under National Film Board, U.S. Office)

Lists and describes multi-media resources by subject and grade level; includes section on adult education.

Prentice-Hall Media Catalogs. See address in Appendix A. (Film strips, film loops, multi-media packages)

Guides

Robinson, Paul. After Survival: A Teacher Guide to Canadian Resources. Toronto: PMA Books, 1977. $8.95 paper.

Guide to 3000 print and non print learning materials, organized by curriculum subject and grade area.

B. Samples of Audio-Visual Materials

1. Sample films available from Canadian Consulate (Boston) (selected from 1979 catalog Film Canada)

Regions of Canada

Here is Canada. (28 min. 14 sec., color). Surveys regions of Canada, including industrial development, natural resources, and cultural variations.

French Canada

Le Devoir Part 2: 1945-1973 The Quiet Revolution. (26 min. 50 sec., color). Survey of the Duplesses years, the B & B Commission, the emergence of the Parti Quebecois, the FLQ and the 1970 October Crisis, through the eyes of Le Devoir.

History

Great Grand Mother (28 min., color). Focuses on the women who settled the Canadian prairies beginning with earliest immigration and ending with the first right of Canadian women to vote.

B. 1. Sample Films... - continued

Struggle for a Border: Canada's Relations with the United States.

1. New England and New France (1490-1763, (55 min., 55 sec. b & w)
2. Canada and the American Revolution (1763-1783) 57 min. 15 sec., b & w)
3. The War of 1812 (1783-1818),(58 min. 11 sec., b & w)
4. Dangerous Decades (1818-1846), (58 min. 20 sec., b & w)
5. The New Equation: Annexation and Reciprocity (1840-1860), (58 min. 10 sec., b & w)
6. The Friendly Fifties and the Sinister Sixties (1850-1963), (58 min. 25 sec., b & w)
7. The Triumphant Union and the Canadian Confederation (1863-1867), (58 min. 28 sec., b & w)
8. The Border Confirmed: The Treaty of Washington (1867-1871), (58 min. 30 sec., b & w)
9. A Second Transcontinental Nation (1872), (58 min. 36 sec., b & w)

Social Studies: Geography, Politics, Anthropology

Seaway to the Heartland (27 min. 37 sec., color) Surveys the story of the St. Lawrence Seaway.

Acadia, Acadia (75 min. b & w) Documents Universite de Moncton student protest supporting greater recognition of the French fact in New Brunswick. Dialogue in French with voice-over English and some subtitles.

Cree Hunters of Mistassini (57 min. 53 sec., color) Shows three families as they build winter camp and hunt. Focuses on relationship to land, hunting, and Cree culture and beliefs.

Yesterday-Today-The Netsilik Eskimo (57 min. 51 sec., color) Film study of impact of modern life on traditional cultura.

Caribou of Northern Canada (13 min. 7 sec., color) Film study of annual cycle of caribou life.

The Canadian Electoral System (26 min. 53 sec., color) Follows electoral procedures of federal election.

B. 1. Sample Films... - continued

French Language

Je chante pour (55 min. 38 sec., color) Gilles vigneault interprete et commente ses plus belles chansons d'hier et aujourd'hui.

Le violon de Gaston (21 min. 45 sec., color) Gaston est un jeune jouer de hockey qui doit un jour participer a un recital de violon en meme temps que son equipe joue une importante partie. Il reissira a faire les deux, grace a la complicite d'amis et de son grand-pere.

B. 2. Film Loops: Sample

The Indian Crafts Series. National Film Board. Illustrates traditional skills of Canadian Indians ($20.00 each).

307C-0176-702 - Arrowheads
307C-0176-892 - Conical Lodge
307C-0176-891 - Dome Lodge
307C-0176-893 - Deadfall Trap

B. 2. Filmstrips

Available for purchase from National Film Board.

Canada: A Nation Built on Trade (accompanied by 34 page study guide with information, questions, and projects)

1. A Survey (M-101) Fish, fur, timber, wheat, and minerals.
2. Fish (m-102) Fishing resources, historically and today
3. Fur (M-103) Story of fur trading in Canada
4. Timber (M-104) Canadian timber industry
5. Wheat (M-105(Role of wheat in westward expansion and settlement
6. Minerals (m-106) Development of Canadian mineral resources

Set of filmstrips and study guide (M-100) $54.00.
Each filmstrip $9.00.

B. 3. Sample slides

Available for purchase from National Film Board.

Champlain's Explorations. Set of 10 slides, notes, $9.00.
(505C-0368-033) elementary & junior high
Arctic Exploration. Set of 10 slides, notes, $9.00.
(505C-0369-064) elementary & junior high

B. 4. Sample Multi-Media Kits
Available for purchase from National Film Board.

Building the Canadian Pacific Railway. (Junior high level)
4 sound filmstrips (50-75 frames each)
early CPR posters
copy of an original all-Canada map
manuals
709-0178-002 Total cost $99.50

B. 5. Jackdaws (Clarke, Irwin & Co., Ltd) (See under Publishers addresses in Appendix)

Jackdaws are folders filled with copies of historical reproductions--documents, newspaper clippings, recordings, tickets, photographs, poster--in fact, anything from the period that can bring the past to life. $4.23 ea.

C 1 Confederation (1867) by Richard Howard
C 2 Riel (1869-1885) by Richard Howard
C 3 Canada Votes (1791-1891) by Richard Howard
C 4 Building the CPR (1872-1886) by Douglas Stuebing
C 5 The Fur Trade (c. 1500 c. 1900) by Marjorie W. Campbell
C 6 Louisbourg (1713-1758) by Richard Howard
C 7 1837: Mackenzie by Michael Crawford
C 8 Dieppe 1942 by Douglas Stuebing
C 9 Bristol and the Cabots (c. 1480-1536) by Richard Howard
C 10 Selkirk (1802-1820) by Hartwell Bowsfield
C 11 Cartier of St. Malo (1534-1543) by Richard Howard
C 12 The RCMP (1873 to date) by Harwood Steele
C 13 The Great Depression (1929-1939) by Charles Humphries
C 14 Push to the Pacific (1785-1814) by Marjorie W. Campbell
C 15 The Northwest Passage (1576-1611) by R. Howard
C 16 Indians of Canada (c. 1500 to date) by Edward S. Rogers
C 17 Canada and the Civil War (1861-1865) by Kenneth Armstrong
C 18 Gold in the Caribou (1858-1868) by David Collins
C 19 Laurier (1877-1919) by David Collins
C 20 The Maritimes Age of Sail by Stanley T. Spicer
C 21 The Fenians by Michael Crawford
C 22 Canada and the Great War (1914-1917) by Charles Humphries

B. 5. Jackdaws - continued

C 23	Champlain by Kenneth Windsor
23	Wolfe at Quebec by Richard Howard
C 24	Leacock by Stephen Franklin
C 25	The War of 1812 by Richard Howard
C 26	The Struggle for the 14th Colony by W.S. Neidhardt
C 27	Fifty-four Forty or Fight by Marjorie W. Campbell
C 28	Huronia by Kenneth Armstrong
C 29	The Winnipeg General Strike by Peter Kidd
C 30	Ice Hockey by Stanley T. Spicer
C 31	The Loyalists by Kenneth Windsor
C 32	Canadian-American Relations by W.S. Neidhardt
C 33	Stratford by James R. Aikens

APPENDIX A

STUDY OPPORTUNITIES FOR TEACHERS

Teachers who desire to learn more about Canada through formal study have a range of choices from individual courses, through a summer of concentrated study, to formal degree programs in either American or Canadian institutions. Interested persons are advised to investigate the offerings of such academic departments as Anthropology, French, Geography, History, Political Science, or Sociology for Canadian courses, even though there may not be a Department of Canadian Studies in a nearby college or university. Nearly 200 instititutions, in addition to those listed in the following tables, offer one or two courses or have faculty members engaged in Canadian research.

For those who wish to study in Canada, information about American-Canadian student exchange opportunities is available from the major Canadian Studies Programs. A large number of universities in Canada offer a bachelor's degree in Canadian Studies. Carleton is the only institution which offers a Master's degree. Laurentienne, Ste-Anne, and York offer a bachelor's in études canadiennes. Master's degrees and/or doctorates in Canadian Politics are available at Alberta, Carleton, Dalhousie, Simon Fraser, Toronto, and York. Bachelor's degrees in Canadian area studies are offered at a number of universities; Regina offers a Master's degree in Canadian Plains Area Studies, and Carleton, one in French Canadian Studies. Montreal, Québec à Trois Rivières, Sherbrooke, and Laval all offer degrees in litterature canadienne française. A summer immersion study in the French language is available at several Quebec and Ontario institutions.

Specific information about these Canadian programs may be obtained from the institution, the Information Officer of the nearest Canadian Consulate, or the Academic Relations Officer, Public Affairs Division, Canadian Embassy, 1771 "N" Street, N.W., Washington, D.C., 20036. (Phone: 202-785-1400)

The following tables identify 1) U.S. institutions with formal programs, 2) other U.S. institutions with extensive course offerings, 3) French immersion programs, 4) Canadian Studies in Canada. Addresses for some institutions are in Appendix B.

Table 1.

FORMAL PROGRAMS OR CENTERS OF CANADIAN STUDIES

Institution	Program
Bridgewater State College	Canadian Studies Program
Brigham Young University	" " "
Bucknell University	" " "
Columbia University	" " "
Creighton University	" " "
*Duke University	" " "
Eastern Washington University	" " "
Five College Program	
Amherst College	" " "
Hampshire College	" " "
Mount Holyoke College	" " "
Smith College	" " "
University of Massachusetts at Amherst	" " "
*Johns Hopkins, School of Advanced Intrn'l Studies	Center of Canadian Studies
*Michigan State University	Committee for Canadian-American Studies
Northwestern University	Canadian Studies Program
St. Lawrence University	" " "
SUNY/Plattsburgh	Center for the Study of Canada
*University of Maine at Orono	Canadian-American Center
*University of Rochester	Canadian Studies Program
University of Vermont	" " "
Western Washington University	Committee on Canadian and Canadian-American Studies
Yale University	Canadian Studies Program

*Graduate degree program

Table 2.

U.S. INSTITUTIONS WITH SIGNIFICANT COURSE OFFERINGS IN CANADIAN STUDIES

Bowdoin College
California State University Northridge
Case Western Reserve University School of Law
Central Michigan University
Colby College
Colgate University
Eastern Michigan University
Howard University
SUNY Buffalo
SUNY Potsdam
Syracuse University
Temple University
University of Arizona
University of Maine at Fort Kent
University of Southern Florida
University of Virginia

Table 3.

FRENCH LANGUAGE PROGRAMS IN CANADA

(N.B., All foreign citizens need a student visa to enter Canada. To obtain a visa, consult the nearest Canadian Consulate)

L'École de Langue Française et de Culture Québecoise Université du Québec à Chicoutimi 930 est, rue Jacques-Cartier Chicoutimi Province de Québec, Canada G7H 2B1 Tel: (418) 545-5637	Comments: French classes at six different levels, course in Quebec history; residence with French family, cultural activities; three-week winter session, and 2 six-week summer sessions. Takes place at Lac-St.-Jean, Saguenay, Quebec
French Summer School at Trois-Pistoles Univ. of Western Ontario London, Ontario N6A 5B8 (for information write to Office of the Registrar, above address)	Comments: Courses in French grammar, composition, and oral practice, as well as French language, literature, and civilization.
École Francaise d'Éte/French Summer School McGill University 3460, rue McTavish Peterson Hall 242 Montreal, Québec H3A 1X9 Tel: (514) 392-4678	Comments: Courses at undergraduate level, graduate level, and Master of Arts level.
French Summer School Programme Special de Francais pour non-Francophones Université Laval Cité universitaire Québec, Canada G1K 7P4	Comments: Courses at the beginner, intermediate, and advanced levels. Accommodations with French-speaking families or at university residences are available.
French Immersion Program Prof. Gaston Bellemare École internationale de francais Université de Québec à Trois-Rivières, Trois-Rivières, Québec G9A 5H7 Tel: (819) 376-5203	Comments: Courses at the beginner, intermediate, and advanced levels.

Table 4.

CANADIAN STUDIES IN CANADA*

Institution	Area	Bachelor	Master	Doctorate
	CANADIAN STUDIES			
Acadia		X		
Alberta		X		
Atkinson		X		
Bishop's		X		
Brandon		X		
Brock		X		
Calgary		X		
Carleton		X	X	
Concordia		X		
Dalhousie		X		
Glendon		X		
Guelph		X		
King's (Ontario)		X		
Lakehead		X		
Laurentian		X		
McGill		X		
McMaster		X		
Manitoba		X		
Mount Allison		X		
Mount St. Vincent		X		
Prince Edward Island		X		
Queen's		X		
Sainte-Anne		X		
Saint Mary's		X		
Toronto		X		
Trent		X		
Waterloo		X		
Wilfred Laurier		X		
Winnipeg		X		
Vanier		X		
York		X		

Table 4. continued

Institution	Area	Bachelor	Master	Doctorate
CANADIAN POLITICS				
Acadia		X		
Alberta		X	X	X
Carleton			X	X
Concordia		X		
Dalhousie		X	X	
Simon Fraser		X	X	
Toronto		X	X	
Windsor		X		
York		X		X
CANADIAN PLAINS AREA STUDIES				
Campion		X		
Luther		X		
Regina		X	X	
ATLANTIC CANADA STUDIES				
Saint Mary's		X		
CANADIAN NORTHERN STUDIES				
McGill		X		
ETUDES CANADIENNES				
Laurentienne		X		
Sainte Anne		X		
York		X		
FRENCH CANADIAN STUDIES				
Carleton			X	
McGill		X		
Ottawa		X		
St. Thomas More		X		
Saskatchewan		X		
York		X		

Table 4. continued

Institution	Area	Bachelor	Master	Doctorate
LITTERATURE CANADIENNE				
Montreal		X	X	X
Quebec a Trois-Rivieres		X		
LITTERATURE CANADIENNE COMPAREE				
Sherbrooke			X	X
LITTERATURE QUEBECOISE				
Laval		X	X	X

*Source: Universities and Colleges of Canada, 1979.

APPENDIX B

SOURCES AND RESOURCES

1. Canadian Embassy
2. Canadian Consulates
3. Travel Information
4. Canadian Studies in Canada
5. Canadian Studies in the United States
6. Canadian Studies Associations
7. Canadian Publishers
8. Canadian Publisher/Book Associations & Centers
9. Respondents to Canadian Specialists Survey
10. Audio-Visual Materials Source
11. Canadian Education and Library Resources and Institutes
12. Canadian Teacher's Association: Provincial Members
13. Teacher Exchange Program: U.S./Canada
14. Student Exchange Program
15. Canadian/Franco-American Studies Project Teachers
16. Selected U.S. Government Grant Programs

1. Canadian Embassy
The Canadian Embassy
1746 Massachusetts Ave., N.W.
Washington, D.C. 20036

2. Canadian Consulates
Consulate General
900 Coastal States Building
260 Peachtree Street
Atlanta, GA 30303

Consulate General
500 Boylston Street
Boston, MA 02116

Consulate
1 Marine Midland Centre
Buffalo, NY 14203

Consulate General
Suite 2000
310 South Michigan Avenue
Chicago, IL 60604

Consulate
Illuminating Building
55 Public Square
Cleveland, OH 44113

Consulate
2001 Bryan Tower
Ste. 1600
Dallas, TX 75201

Consulate
1920 First Federal Building
1001 Woodward Avenue
Detroit, MI 48226

Consulate General
510 West Sixth Street
Los Angeles, CA 90014

Consulate
15 South Fifth Street
Minneapolis, MN 55402

2. continued
Consulate General
Intern'l Trade Mart,
Suite 2100
2 Canal Street
New Orleans, LA 70130

Consulate General
1251 Avenue of the Americas
New York, NY 10020

Consulate
Suite 1310
3 Parkway Building
Philadelphia PA 19102

Consulate General
1 Maritime Plaza
Golden Gate Way Center
San Francisco, CA 94111

Consulate
PanAm Building, 16th Floor
Hato Rey Area
San Juan, PR 00917

Consulate General
412 Plaza 600
Sixth and Stewart
Seattle, WA 98101

3. Travel Information
Travel Alberta
Dept. of Tourism & Small
Business, Box 2500
Edmonton, Alta T5J 2Z4

Tourism British Columbia
Ministry of Tourism &
Small Business Development
1117 Wharf Street
Victoria, BC V8W 2Z2

Government Travel
Dept. of Tourism &
Cultural Affairs
200 Vaughan Street
Winnipeg, Man R3C 1T5

3.
"A Walking Tour of Old Montreal"
City of Montreal
Public Relations Department
155 Notre-Dame Street East
Montreal, Quebec

Technical Services Branch
Department of Tourism
Box 12335
Fredericton, NB E3B 5C3

Department of Tourism
Recreation & Culture
Tourist Services Division
5th Floor, Confederation Bldg.
St. John's, NFLD A1C 5R8

Convention Officer
Department of Tourism
Hollis, Bldg., Box 456
Halifax, NS B3J 2R5

Ministry of Industry &
Tourism, Marketing Branch
Parliament Buildings
Toronto, Ont M7A 1T3

Canadian Travel Bureau
Office of Tourism
150 Kent Street
Ottawa, Ontario K1A Oh6

Canadian Government Office of
Tourism
235 Queen Street
Ottawa, Ontario K1A OH5

Parks Canada, Infor. Div.
National Parks and Historic
Sites
Ottawa, Ontario K1A OH4

Tourist Inform. Centre
Department of Tourism
Parks & Conservation, Box 940
Charlottetown, PEI C1A 7M5

Department of Tourism
Fism & Game
Place de la Capitale
150 est, boul. St.-Cyrille
Quebec, PQ G1R 4Y3

Extension Services
Dept. of Tourism & Renewable
Resources
1825 Lorne St. Box 7105
Regina, Sask A4P OB5

Yukon Dept. of Tourism
Box 2703
Whitehorse, Y.T. Y1A 2C6

4. Canadian Studies in Canada

University of Alberta
Edmonton, Alberta
Canada T6G 2M7

Carleton University
Institute for Canadian
Studies
S.F. Wise, Division
Ottawa, Ontario K1S 5B6

Centre d'Etudes Acadiennes
Center for Acadian Studies
University of Moncton
Moncton, NB E1A 3E9

Dalhousie University
Halifax, Nova Scotia
Canada B3H 3J5

Universite Laval
Cite universitaire
Quebec, Quebec
Canada G1K 7P4

Universite de Montreal
Case postale 6128
Montreal, Quebec
Canada H3T 3J7

4. continued
University of Regina
Regina, Saskatchewan
Canada S4S 0A2

Universite de Sherbrooke
Cite universitarie
boulevard de l'Universite
Sherbrooke, Quebec
Canada J1K 2R1

Simon Fraser University
Burnaby, British Columbia
Canada V5A 1S6

University of Toronto
Toronto, Ontario
Canada M5S 1A1

York University
4700 Keele Street
Downsview, Ontario
Canada M3J 1P3

5. Canadian Studies in United States

Bridgewater State College
Canadian Studies Program
John F. Myers, Director
Bridgewater, MA 02324

SUNY/Buffalo
Canadian Studies Program
Joan Harris-Burgess
Room 526 - Copen Hall
Amherst College
Buffalo, NY 14260

Bucknell University
Canadian Studies
Lewisburg, PA 17837

Case Western University
Canadian-American Law Inst.
University Circle
Cleveland, OH 44106

Columbia University
Canadian Studies Program
Dr. Annette Baker Fox, Dir.
Morningside Heights
New York, NY 10027

Creighton University
Canadian Studies
Omaha, NE 68178

Duke University
Canadian Studies Program
Dr. Richard Leach, Dir.
2010 Campus Drive
Durham, NC 17706

Eastern Washington Univ.
Canadian Studies
Cheny, WA 99004

Five-College Consortium:
c/o Prof. John Conway,
Five-College Professor of
Canadian Studies
Herter Hall
University of Massachusetts
Amherst, MA 01002

Johns Hopkins University
Center of Canadian Studies
Schools of Adv. Int'l Studies
Dr. Charles Doran, Dir.
1740 Massachusetts Ave., NW
Washington, D.C. 20036

5. continued
University of Maine at Orono
Canadian-American Center
Dr. Victor Konrad, Act. Dir.
Canada House
160 College Avenue
Orono, Maine 04469

Michigan State University
Comm. of Can-Amer Studies
Dr. Victor Howard, Chairman
Morrell
East Lansing, MI 48823

SUNY/Plattsburgh
Cen. for the Study of Canada
Dr. Richard Beach, Director
133 Court Street
Plattsburgh, NY 12901

Northwestern University
Canadian Studies
236 Scott Hall
Evanston, IL 60201

University of Rochester
Canadian Studies Program
Dr. Peter Regenstreif, Dir.
Rochester, NY 14627

St. Lawrence University
Canadian Studies Program
Dr. Joseph Jockel, Dir.
Canton, NY 13617

University of Vermont
Canadian Studies
Dr. Edward J. Miles, Dir.
112 Old Mill Building
Burlington, VT 05401

Western Washington Univ.
Comm. on Canadian and Canadian
American Studies
Dr. Robert L. Monahan, Dir.
511 High Street
Bellingham, WA 98225

Yale University
Canadian Studies
Berkeley College
New Haven, CT 06520

Yale University
Canadian Studies
Berkeley College
New Haven, CT 06520

6. Canadian Studies Associations

Association for Canadian Studies
1750 Finch Avenue East
Willowdale, Ontario
M2J 2X5

Assoc. for Canadian Studies in the United States (ACSUS)
c/o Rufus Z. Smith - VPS
1776 Massachusetts Ave., NE
Washington, DC 20036

The Canada Studies Foundation
Rob't Anderson, Director
5716, 252 Bloor St., West
Toronto, Ontario M55 1V5

7. Canadian Publishers

Abanaki Press
P.O. Box 2104
Halifax, Nova Scotia
B3J 3B7 Canada

Addison-Wesley (Canada) Ltd
P.O. Box 580
36 Prince Andrew Place
Don Mills, Ontario
M3C 2T8 Canada

Airmont Publishing Co., Inc.
c/o Thomas Bouregy & Co., Inc.
22 East 60th Street
New York, New York 10022

Allabout US
(nons Autves Canada inc)
Box 1985 C.P.
Ottawa, Ontario
K1P 5R5 Canada

Thomas Allen & Son
250 Stedcase Road E
Markham, Ontario
L3R 2S3 Canada

House of Anansi Press
35 Britain Street
Toronto, Ontario
M5A 1R7 Canada

The Athenaeum
P.O. Box 690
Wolfville, Nova Scotia
Canada

Bantam Books of Canada, Ltd.
888 Dupont Street
Toronto, Ontario
M6G 1Z8 Canada

Bantam Books of Canada, Ltd.
60 St. Clair Avenue
Toronto, Ontario
M4T 1N5 Canada

Black Rose Books, Ltd.
3981 boulevard St. Laurent, 4th fl.
Montreal, Quebec
H2W 1Y5 Canada

The Book Society of Canada
4386 Sheppard Ave., East
Box 200
Agincourt, Ontario
M1S 3B6 Canada

R.R. Bowker Company
Xerox Education Company
1180 Ave. of the Americas
New York, NY 10036

Breakwater Books, Ltd.
277 Duckworth Street
St. John's, Newfoundland
A1C 1G9 Canada

Brunswick Press
Gleaner Bldg.
Fredericton, New Brunswick
E3B 5A2 Canada

Burns and MacEachern, Ltd.
62 Railside Road
Don Mills, Ontario
M3A 1A6 Canada

Select List of Canadian Studies
Canadian Book Pub. Council
45 Charles Street East
Toronto, Ontario
Canada

Canadian Broadcasting Corp.
265 Mutual Street
P.O. Box 500 Terminal A
Toronto, Ontario
Canada

Canadian Historical Assoc.
c/o Public Archives
330 Sussex Drive
Ottawa, Ontario
K1A 0N3 Canada

Canadian Plains Research Center
Room 218, College West
University of Regina
Regina, Saskatchewan
S4S 0A2 Canada

CBC Learning Systems
Box 500, Station "A"
Toronto, Ontario
M5W 1E6 Canada

Centre for Human Development
and Research
2889 Highburg Street
Vancouver, B.C.
V6R 3T7 Canada

Clarke, Irwin and Co., Ltd.
Clarwin House
791 St. Clair Avenue West
Toronto, Ontario
M6C 1B8 Canada

Collier-Macmillan Canada, Ltd.
539 Collier-Macmillan Drive
Galt, Ontario
N1R 5W9 Canada

Collins Publishers
100 Lesmill Road
Don Mills, Ontario
M3B 2T5 Canada

Copp Clark Pitman
517 Wellington Street West
Toronto, Ontario
M5V 1G1 Canada

Coward, McCann & Geoghegan, Inc.
200 Madison Avenue
New York, NY 10016

Thomas Y. Crowell Company
Subidiary of Dun Donnelly
Publishing Corporation
666 Fifth Avenue
New York, NY 10019

Deneau & Greenberg
305 Metcalfe Street
Suite 205
Ottawa, Ontario
K2P 1S1 Canada

J.M. Dent & Sons, Ltd.
100 Scarsdale Road
Don Mills, Ontario
M3B 2R8 Canada

Development Education Ctr.
121 Avenue Road
Toronto, Ontario
M5R 2G3 Canada

Discovery Press
P.O. Box 46295
Vancouver, B.C.
V6R 4G6 Canada

Dodd, Mead & Co., Ltd.
25 Hollinger Road
Toronto, Ontario
M4B 3G2 Canada

Dorsett Publishing, Inc.
355 Markham Street
Toronto, Ontario
M6G 2K8 Canada

Dorsey Press, Inc.
Div. of Richard D. Irwin
1818 Ridge Road
Homewood, Illinois 60430

Doubleday Publishers
105 Bond Street
Toronto, Ontario
M5B 1Y3 Canada

Douglas & Macintyre, Ltd.
1875 Welch Street
North Vancouver, B,C,
V7P 1B7 Canada

Dunham Press
P.O. Box 245
Station"F"
Toronto, Ontario
M4Y 2L5 Canada

E.P. Dutton & Co., Inc.
201 Park Avenue South
New York, NY 10003

Editions Aquila Limitee
3785 Cote de Liesse
Montreal, Quebec
H4N 2N5 Canada

Encyclopedia Britannica Pub.
2 Bloor Street, W
Toronto, Ontario
M4W 3J1 Canada

Fiddlehead Poetry Books
c/o English Department
Univ. of New Brunswick
P.O. Box 4400
Fredericton, N.B.
E3B 5A3 Canada

Filmstrip & Slide Laboratory
P.O. Box 1022
Oakville, Ontario
L6J 1N0 Canada

Firefly Books, Ltd.
2 Essex Avenue
Unit 5
Thornhill, Ontario
L3T 3Y7 Canada

Fitzhenry & Whiteside, Ltd.
150 Lesmill Road
Don Mills, Ontario
M3B 2T5 Canada

The Fraser Institute
626 Bate Street
Vancouver, B.C.
V6E 3M1 Canada

GLC Educ. Materials and
Services Limited
115 Nugget Avenue
Agincourt, Ontario
M1S 3B1 Canada

Gage Educational Pub., Ltd.
P.O. Box 5000
164 Commander Boulevard
Agincourt, Ontario
M1S 3C7 Canada

General Publishing Co., Ltd.
30 Lesmill Road
Don Mills, Ontario
M3B 2T6 Canada

Ginn and Company
3771 Victoria Park Ave.
Scarborough, Ontario
M1W 2P9 Canada

Gray's Publishing, Ltd.
P.O. Box 2160
Sidney, British Columbia
V8L 3S6 Canada

Greey De Parcier
59 Front Street East
Toronto, Ontario
M5E 1B3 Canada

Griffin House Pub.
461 King Street West
Toronto, Ontario
M5V 1K7 Canada

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, NY 10017

Harper & Row, Publishers
10 East 53rd Street
New York, NY 10022

Harvest House Limited
4795 St. Catherine St. W
Montreal, Quebec
H3Z 2B9 Canada

D.C. Heath Canada, Ltd.
100 Adelaide Street West
Suite 1600
Toronto, Ontario
M5H 1S9 Canada

Holt, Rinehart & Winston
of Canada, Ltd.
55 Homer Avenue
Toronto, Ontario
M8Z 4X6 Canada

Houghton Mifflin Company
150 Steelcase Road W.
Markham, Ontario
L3R 1B2 Canada

House of Anansi Press, Ltd.
35 Britain Street
Toronto, Ontario
M5A 1R7 Canada

Hurtig Publishers
10560-105 Street
Edmonton, Alberta
T5H 2W7 Canada

Information Canada Hdqtrs.
171 Slater Street
Ottawa, Ontario
K1A 0S9 Canada

Information Canada Bookstore
640 Ste. Catherine St. West
Montreal, Quebec
Canada

Information Canada Bookstore
1735 Barrington Street
Halifax, Nova Scotia
Canada

Institute of Public Adminis-
station of Canada
897 Bay Street
Toronto, Ontario
M5S 1Z7 Canada

Intermedia Press
Box 3294
Vancouver, B.C.
V6B 3X9 Canada

Irwin Dorsey Ltd.
265 Guelph Street
Georgetown, Ontario
Canada

Alfred A. Knopf
Subsidiary of Random
House, Inc.
201 East 50th Street
New York, NY 10022

Little, Brown and Co, Ltd.
25 Hollinger Road
Toronto, Ontario
M4B 3G2 Canada

Longman Canada Ltd.
55 Barber Greene Road
Don Mills, Ontario
Canada

McClelland & Stewart, Ltd.
25 Hollinger Road
Toronto, Ontario
M4B 3G2 Canada

McGill-Queens Univ- Press
Purvis Hall
1020 Pine Avenue
Montreal, Quebec
H3A 1A2 Canada

McGraw-Hill Ryerson, Ltd.
330 Progress Avenue
Scarborough, Ontario
M1P 2Z5 Canada

David McKay Co., Inc.
750 Third Avenue
New York, NY 10017

Maclean-Hunter, Ltd.
481 University Avenue
Toronto, Ontario
Canada

George J. McLeod, Ltd.
30 Lesmill Road
Don Mills, Ontario
M3B 2T6 Canada

Macmillan Co. of Canada
70 Bond Street
Toronto, Ontario
Canada

Julian Messner, Div. of
Simon & Schuster, Inc.
1 West 39th Street
New York, NY 10018

Methuen Publications
2330 Midland Avenue
Agincourt, Ontario
M1S 1P7 Canada

William Morrow & Co., Inc.
Subsdy. of Scott, Foresman
105 Madison Avenue
New York, NY 10016

Natural Science of Canada, Ltd.
25 Hollinger Road
Toronto, Ontario
M4B 3G2 Canada

Thomas Nelson & Sons, Ltd.
81 Curlew Drive
Don Mills, Ontario
M3A 2R1 Canada

Nelson, Foster & Scott, Ltd.
30 Lesmill Road
Don Mills, Ontario
M3B 2T6 Canada

New American Library of
Canada, Ltd.
81 Mack Avenue
Scarborough, Ontario
M1L 1M8 Canada

New Press
553 Richmond Street West
Toronto, Ontario
1Y6 Canada

New Star Books
2504 York Avenue
Vancouver, B.C.
V6K 1E3 Canada

W.W. Norton & Company, Inc.
55 Fifth Avenue
New York, NY 10003

Oberon Press
401A The Inn of the Provinces
Ottawa, Ontario
K1R 7S8 Canada

Ontario Institute for
Studies in Education
252 Bloor Street West
Toronto, Ontario
M5S 1V6 Canada

Oxford University Press
70 Wynford Drive
Don Mills, Ontario
M3C 1J9 Canada

PMA Books
280 Bloor Street West
Suite 305
Toronto, Ontario
M5S 1W1 Canada

Palm Publishers Press, Ltd.
1949-55th Avenue Dorval
Montreal, Quebec
Canada

Paperjacks
330 Steelcase Road
Don Mills, Ontario
L3R 2M1 Canada

Peter Martin Assoc., Ltd.
280 Bloor Street W
Suite 305
Toronto, Ontario
M5S 1W1 Canada

Pequis Publishers
462 Hargrave Street
Winnipeg, Manitoba
R3A 0X5 Canada

Pitman/Copp Clark
495 Wellington Street West
Toronto, Ontario
Canada

Potlatch Publications
Suite 208, One Duke Street
Hamilton, Ontario
L8P 1W9 Canada

Prairie Publishing
Box 264 Station "C"
Winnipeg, Manitoba
R3M 3S7 Canada

Prentice-Hall of Canada, Ltd.
1870 Birchmont Road
Scarborough, Ontario
M1P 2J7 Canada

Press Porcepic
70 Main Street
Erin, Ontario
NOB 1TO Canada

Queen's Printer
Parliament Buildings
3B8 Macdonald Block
Toronto, Ontario
Canada

Queenston House
102 Queenston Street
Winnipeg, Manitoba
R3N OW5 Canada

Random House of Canada, Ltd.
5390 Ambler Drive
Mississanga, Ontario
L4W 1Y7 Canada

Ram Publications Services
Royal Ontario Museum
100 Queens Park
Toronto, Ontario
M5S 2C6 Canada

Saunders of Toronto, Ltd.
850 York Mills Road
Don Mills, Ontario
M3B 2M8 Canada

Scholastic-Tab Pub., Ltd.
123 Newkirk Road
Richmond Hill, Ontario
L4C 3G5 Canada

Science Research Assoc.
407 Gordon Baker Road
Willowdale, Ontario
M2H 2S6 Canada

Charles Scribner's Sons
597 Fifth Avenue
New York, NY 10017

Simon & Pierre Pub. Co., Ltd.
P.O. Box 280
Adelaide Street
Toronto, Ontario
M5V 2J4 Canada

Supply & Services Canada
Canadian Gov't Public Centre
Hull, Quebec
K1A OS9 Canada

Talon Books
201-1019 East Cordova
Vancouver, B.C.
V6A 1M8 Canada

University of Alberta Press
450 Athabasca Hall
University of Alberta
Edmonton, Alberta
T6G 2E8 Canada

Univ. of British Columbia Press
2075 Westbrook Mall
Vancouver, B.C.
V6T 1W5 Canada

University of Toronto Press
Front Campus
63A St. George Street
Toronto, Ontario
M5S 1A6 Canada

Van Nostrand Rienhold, Ltd.
1410 Birchmont Road
Scarborough, Ontario
M1P 2E7 Canada

Vesta Publications
P.O. Box 1641
Cornwall, Ontario
K6H 5V6 Canada

Warner Paperback Library
Div. of Warner Books, Inc.
A Warner Communications Co.
75 Rockefeller Plaza
New York, NY 10020

Waxwing Productions
139 Scarborough Road
Toronto, Ontario
M4E 3M4 Canada

G.R. Welch Company, Ltd.
310 Judson Street
Toronto, Ontario
M8Z 1J9 Canada

Western Extension College
Educational Publishers
Central Avenue North
Box 110
Saskatoon, Saskatchewan
S7K 3K1 Canada

Western Producer Prairie Books
P.O. Box 2500
Saskatoon, Saskatchewan
S7K 2C4 Canada

John Wiley & Sons, Ltd.
22 Worcester Road
Rexdale, Ontario
M9W 1L1 Canada

Wilfrid Laurier Uni. Press
Centre Hall
Wilfrid Laurier University
Waterloo, Ontario
N2L 3C5 Canada

8. Canadian Publisher/ Book Associations & Centers

Assoc. of Book Pub. of
British Columbia
1622 West 7th Avenue
Vancouver, BC V6J 1S5

Assoc. of Canadian Publishers
70 The Esplanade, 3rd Floor
Toronto, Ontario M5E 1R2

Atlantic Pub. Association
Box 922
Charlottetown, P.E.I. C1A 7L9

Audrey's Books Ltd.
10411 Jasper Avenue
Edmonton, Alta T5J 1V9

The Canadian Book Infor. Centre
70 The Esplanade
Toronto, Ontario M5E 1A6

and
1622 West 7th Avenue
Vancouver, B.C. V6J 1S5

and
Killam Library
Dalhousie University
Halifax, NS B3H 4H8

Canadian Book Pub. Council
45 Charles Str., E., Suite 701
Toronto, Ontario M4Y 1S2

Canadian Booksellers Assoc.
56 The Esplanade
Suite 400
Toronto, Ontario M5E 1A7

Canadian Gov't Pub. Centre
Hull
Quebec K1A 0S9

Canadian Periodical Publishers Association
301 King Street East
Toronto, Ontario M5A 1K5

Children's Book Centre
86 Bloor Street, West
Suite 215
Toronto, Ontario M5S 1M5

Information Canada
Canadian Gov't Pub. Centre
Supplies and Services
270 Albert Street
Ottawa, Ontario K1A 0S9

Services des Publications
Biblioteque nationale
du Quebec
1700 rue St. Denis
Montreal

9. Respondents to Canadian Specialists Survey

Dr. John E. Carroll
Inst. of Natural and Environmental Resources
Univ. of New Hampshire
Durham, NH 03824

Rix Davidson
Editor (Social Sciences)
Univ. of Toronto Press
Toronto, Ontario
Canada M5S 1A6

Dr. Charles F. Doran
Chairman, Program of
Canadian Studies
Johns Hopkins SAIS
1740 Mass. Ave., NW
Washington, DC 20036

9. continued
Ms. Bernadette Driscoll
Curator of Inuit Art
The Winnipeg Art Gallery
Winnipeg, Manitoba
Canada R3C 1V1

Prof. Clifford Egan
Dept. of History
Univ. of Houston
Houston, TX 77004

Prof. Elliot J. Feldman, Dir.
Univ. Consortium for Research
on North America
Harvard University
1737 Cambridge Street
Cambridge, MA 02138

Mr. Stanley R. Howe, Dir.
Dr. Moses Mason Museum
P.O. Box 12
15 Broad Street
Bethel, Maine 04217

Professor Robert G. LeBlanc
Department of Geography
University of New Hampshire
Durham, NH 03824

Prof. Robert J.P. Walsh
Visiting Professor
Department of History
Univ. of South Carolina
Columbia, SC 29208

Prof. John S. Mikulaninec
Chrm. Dept. of History
Jersey City State College
2039 Kennedy Blv'd
Jersey City, NH 07305

Dr. Edward J. Miles, Dir.
Canadian Studies Program
University of Vermont
112 Old Mill Bldg.
Burlington, VT 05405

Prof. Thomas H. Mitchell
Sessional Lecturer
Dept. of Political Science
Carleton University
Ottawa, Ontario
Canada K1S 5B6

Prof. Helen J.M. Nugent
Lect. in History and
Canadian Studies
IUPUI-Columbus Campus
2080 Bakalar Drive
Columbus, IN 47201

Professor Paul Rux
Department of History
Weyland Academy
Beaver Dam, WI 53916

Marion C. Salinger
Admin. Coordinator
Center for Intern'l Studies
Duke University
Durham, NC 27706

Dr. O. Peter St. John
St. John's College
Univ. of Manitoba
Fort Garry, Manitoba
Canada R3T 2N2

Prof. Wayne C. Thompson
Dept. of Political Science
Lynchburg College
Lynchburg, VA 24501

Dr. Peter van Leut
Dept. of French
St. Lawrence University
Canton, NY 13617

10. Audio-Visual Materials Source (selected)

Clarke, Irwin Company, Ltd.
791 St. Clair Avenue West
Toronto, Canada M6C 1B8

10. continued

McIntyre Educational Media Ltd
30 Kelfield Street
Rexdale, Ontario M9W 5A2

National Film Board of Canada
1251 Avenue of The Americas
16th Floor
New York, NY 10020

National Film Board of Canada
Suite 915
111 East Wacker Drive
Chicago, IL 60601

Prentice Hall Media
1870 Birchmount Road
Scarborough, Ontario
Canada M1P 2J7

11. Canadian Education and Library Associations and Institutes

Association of Canadian Community Colleges
211 Consumers Road
Suite 203

Canadian Education Assoc.
252 Bloor Street West
Suite 5850
Toronto, Ontario M5S 1V5

Canadian Foundation for Economic Education
155 University Ave. Suite 301
Toronto, Ontario M5H 3B7

Canadian School Library Assoc.
151 Sparks Street
Ottawa, Ontario K1P 5E3

Ontario Institute for Studies in Education (OISE)
252 Bloor Street West
Toronto, Ontario M5S 1Vs

12. Canadian Teachers' Assoc: Provincial Members

Alberta Teachers Assoc.
Exec. Sec.Dr. B.T. Keeler
11010-142 Street
Edmonton, Alt. T5N 2R1

British Columbia Teachers Federation
Gen. Sec., R.M. Buzza
105-2235 Burrard Street
Vancouver, B.C. V6J 3H9

Manitoba Teachers Society
Gen.Sec., W.R. Gordon
191 Harcourt Street
Winnipeg, Man. R3J 3H2

N.B. Teachers Assoc
Exec. Dir., J.S. MacKinnon
Box 752
Fredericton, N.B. E3B 5R6

L'Assoc. Des Ensignants Francophones du Nouveau-Brunswick
Dir. Gen., R. LeBreton
712 Fredericton, N.B.
E3B 5B4

Newfoundland-N.B.
Teachers Association
Exec. Sec., W. O'Driscoll
3 Kenmount Rd
St. John's, Nfld.A1B 1W1

N.W. Territories Teachers' Association
Exec. Dir. W.C. Nettleton
Box 2340
Yellowknife, N.W.T. X1A 2P7

N.S. Teachers Union
Exec. Sec., N.H. Fergusson
Box 1060 Armdale
Halifax, N.S B3L 4L7

12. continued

Ontario Teachers Fed.
Sec. Treas., Q.A. Jones
1260 Bay Street
Toronto, Ont. M5R 2B8

Assoc of Teachers Affiliated with OTF

Fed. of Women Teachers
- Assns. of Ontario,
  Exec. Sec., Dr. F. Henderson
  1260 Bay Street
  Toronto, Ont.M5R 2B8

- Ontario Secondary School Teachers' Fed.
  Gen. Sec., L.M. Richardson
  60 Mobile Drive
  Toronto, Ont. M4A 2P3

- Ontario Public School Men Teachers Fed.,
  Gen. Sec., Dr. Robert Lamb
  1260 Bay Street
  Toronto, Ont. M5R 2B7

- Ontario English Catholic Teachers Assoc.
  Exec. Dir. F. Griffin,
  1260 Bay Street
  Toronto, Ont.M5R 2B4

- L'Assoc. des enseignants franco-ontariens,
  Sec-Gen. J. Schryburt
  1427 chemin Ogilvie
  piece 202
  Ottawa, Ont.K1J 8M7

PEI Teachers' Federation
Gen. Sec. J.L. Blanchard
Box 6000
Charlottetown, P.E.I.C1A 8B4

Prov. Assoc. of Catholic
Teachers (Quebec)
Sec. Gen., R.R. Dobie
5767 Monkland Ave.
Montreal, P.Q. H4A 1E8

Prov. Assoc. of Protestant
Teachers of Quebec
Pres. D.R. Peacock
84J Brunswick Blvd
Dollard des Ormeaux
P.Q. H9B 1P8

Saskatchewan Teachers Fed.
Gen. Sec., Dr. S. M-Dowell
Box 1108
Saskatoon, Sask.S7K 3N3

Yukon Teachers' Assoc.
Sec., Mrs. P.M. Gairns
103-107 Main Street
Whitehorse, Y.T. Y1A 2A7

13. American-Canadian Teacher Exchange Information

A program of teacher exchanges for the school year is available for those interested. For information write to the U.S. Department of Education if you are American, and to the Canadian Education Association if you are Canadian.

Teacher Exchange Program
Office of Intn'l Education
U.S. Dept. of Education
Washington, D.C. 20202
(202) 245-9700

Teacher Exchange Program
Canadian Education Assoc.
252 Bloor St., W., 5850
Toronto, Ont. M5S 1VS
(416) 924-7721

14. Student Exchanges or Visits

You can arrange a visit or an exchange for your students to Quebec. For general information write to La Commission des ecoles catholique de Quebec; to organize a visit, contact the people listed below.

"Projets speciaux pour les echanges linguistiques
et culturel
La commission des ecoles catholique de Quebec
Les services aux etudiants
1460, chin Sainte-Foy
Quebec G1S 2N9
(418) 688-7794

Madame Yolande Desilets, ADP/Activiites interlinguistiques
Services educatifs
Commission scolaire regionale de Tilly
945, rue Wolfe, 4e etage
Ste-Foy, Quebec G1V 4E2
(418) 657-3272

Montreal

Monseur Pierre Mitchell
Conseiller, Accueil des visiteurs
Service des etudes
Commission des ecoles catholiques de Montreal
3737 est, rue Sherbrooke
Montreal, Quebec H1X 3B3
(514) 525-6311

15. Canadian/Franco-American Studies Project Teachers

CONNECTICUT
Chartier, Janice
32 Dudley Street
Bristol, CT 06010

Chauvin, Thomas
22 High Hill Road
Canton, CT 06019

Doyle, Barbara
90 Jewel Street
Bristol, CT 06010

Lewandoski, Leonard R.
1493 Woodtick Road
Wolcott, CT 06715

Taylor, Roy
74 Pine Brook Terrace
Apt. 14
Bristol, Ct 06010

MAINE
Beaulieu, Adrienne
114 First Rangeway
Waterville, ME 04901

Brown, Donald
General Delivery
Bradley, ME 04411

Davis, Jessie
94 Pinehaven Tr. Park
Old Town, ME 04468

Karter, Anthony
9 Leighton Street
Waterville, ME 04901

Kempers, Anne
21 Burleigh Street
Waterville, ME 04901

Kleiner, Sr. Donna
49 Union Street
Biddeford, ME 04005

MAINE continued
McDonald, Micheline
79 Middle Street
Saco, ME 04072

Plante, Rene
6 Marston Court
Waterville, ME 04901

Gonyar, Philip A.
Waterville High School
Brooklyn Avenue
Waterville, ME 04901

MASSACHUSETTS
Betses, Starr
215 Parker Street
Lowell, MA 01852

Comer, Kathleen
64 Fielding Street
Worcester, MA 01603

Dounelis, Maria
195 St. Botolph Street
Boston, MA 02115

Gustafson, Linda
10 Tower Street
Worcester, MA 01606

LaChance, Alice
28 Tyngsboro Road. Bx 162
No. Chelmsford, MA 01863

LeBlanc, Paul
48 Third Street
Leominster, MA 01453

Paul, Cynthia
398 Main Street
Southbridge, MA 01550

Pontbriant, Muriel
73 School Street
Webster, MA 01570

MASSACHUSETTS continued
Primeau, Maurice
12 Towtath Lane
Avon, CT 06001

Prunier, Judith
24 Walnut Street
Oxford, MA 01540

Schofield, Crystal
19 Sutton Avenue
Oxford, MA 01540

Smith, Rita
48 Pleasant Street
Holbrook, MA 02343

Strachan, Martha
376 Sunderland Road
Worcester, MA 01602

Sullivan, Patricia
18 Prospect Avenue
Brockton, MA 02401

Szachowicz, Susan
18 Prospect AVenue
Brockton, MA 02401

Wheeler, Sarah
69 Damon Avenue
Holbrook, MA 02343

White, Virginia
168 Paxton Street
Leicester, MA 01524

NEW HAMPSHIRE
Brochu, Denis
202 Central STreet
Franklin, NH 03235

Cascadden, Corinne
114 Mercier Street
Berlin, NH 03570

NEW HAMPSHIRE continued
Chamberlin, Patricia
East Milan Road
P.O. Box 96
Milan, NH 03588

Dorsch, Karen
RFD 1 Hale Road
Tilton, NH 03176

Dube, Roger
57 Arlington Street
Nashua, NH 03060

Laroche, Louise
391 Church Street
Berlin, NH 03570

Poirier, Rita
P.O. Box 162
East Andover, NH 03231

Migneault, Deborah
131 West Hollis Street
Nashua, NH 03060

VERMONT
Burgess, Sue
Box 154
Canaan, VT 05903

Close, Daniel
9 Marion Street
Burlington, VT 05401

Morenus, Madeline
28 Hall Street
Winooski, VT 05404

Quimby, Brent
Box 131
Canaan, VT 05903

STATE AGENCY CONSULTANTS
Sr. Cecile Brassard
Bilingual Educ. Consultant
Trinty College
Burlington, VT 05401

Bernard A. Berube
Bilingual Consultant
Dept. of Educ. and
Cultural Services
Augusta, ME 04333

Robert R. Fournier
Bilingual Consultant
N.H. Dept. of Education
64 North Main Street
Concord, NH 03301

16. Selected U.S. Government Grant Programs

Secretary's Discretionary Program

Office of School Improvement, Department of Education,
400 Maryland Ave., S.W., Washington, D.C. 20202

To assist in the development or demonstration of innovative techniques or approaches that contribute to the solution of educational problems.

Ethnic Heritage Studies Program

Office of School Improvement, Department of Education,
400 Maryland Ave., S.W., Washington, D.C. 20202

To develop leadership in ethnic studies and the use of ethnic heritage materials.

Education of Gifted and Talented Children and Youth

Office of Special Education and Rehabilitative Services
Department of Education, 400 Maryland Ave., S.W.
Washington, D.C. 20202

To provide for the needs of gifted and talented students through innovative curriculum projects.

Instructional Materials and School Library Resources

State education agencies.

To assist schools to acquire library resources, textbooks, and other printed and published materials for use in instruction.

Citizenship Education and Training

Local office of Immigration and Naturalization Service.

To promote instruction and training in citizenship responsibilities for persons interested in becoming naturalized citizens of the United States.

Elementary and Secondary Education Program

Division of Education Programs, National Endowment
for the Humanities, Mail Stop 202, Washington, D.C. 20506

To promote development and testing of imaginative approaches to precollegiate education in the humanities. Projects often involve collaboration between schools, institutions of higher education, and cultural institutions.

Youth Projects

Office of Youth Programs. National Endowment for the
Humanities. Mail Stop 202, Washington, D.C. 20506

To support humanities projects which provide educational opportunities beyond those of in-school programs for large groups of young people under the direction of experienced professionals in the humanities and professionals in youth work.

APPENDIX C

Excerpts from the Code of Ethics of American Society of Travel Agents

I. Relations with the Public
   A. It is the duty of ASTA Members to protect the public against any fraud, misrepresentation or unethical practices in the Travel Industry.
   B. It is the duty of ASTA Members who undertake to train outside sales representatives or to franchise new locations to avoid exorbitant fees, misrepresentations and unrealistic promises in solicitations relating to such activities.
   C. It is the duty of ASTA Members to keep their employees informed on domestic and international travel in order to be in a position to give clients truly professional travel advice and to secure for them the best possible travel services and accommodations.
   D. ASTA Members should attempt to ascertain pertinent facts concerning tours, transportation, accommodations or other travel services offered to the public so that the obligation to inform clients accurately about these services and the costs involved may be fulfilled.
   E. ASTA Members shall consider every transaction with a client to be strictly confidential unless the client specifically authorizes disclosure.
   F. At the time initial payment is made for any booking ASTA Members must advise their clients in writing whether the client will be required to pay a cancellation fee, change fee, or service charge.
   G. Every effort shall be made to inform the public that the ASTA insignia is the hallmark of dependable travel service.
   H. Non-travel agent ASTA Members should strive to give appropriate and prominent recognition in all advertising, sales literature and solicitation practices to their marketing partner, the travel agent, and should be guided in their advertising and promotional policies by ASTA's Guidelines on Advertising and Promotion.
   I. ASTA Members in their advertising should avoid misleading statements and emphasis, and doubtful superlatives.

We would like to invite you, as a user of this handbook, to submit to us teaching units on Canadian topics that you may develop so that they may be distributed to teachers who, like yourself, are interested in Canadian studies. Please return the attached card with your address so that we may inform you of new materials as they become available.

I have received Consider Canada. Please register me for further information.

Name ______________________________

Occupation/Title ______________________________

Address ______________________________

____

____

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stamp
here

Stanley L. Freeman, Jr.
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